

EPISCOPAL DAY SCHOOL
OF
THE CHURCH OF THE GOOD SHEPHERD

2022-2023

Parent and Student Handbook



EPISCOPAL DAY SCHOOL

Foundations for Life

DUALLY ACCREDITED BY:

THE SOUTHERN ASSOCIATION OF INDEPENDENT SCHOOLS (SAIS) & AdvancED

MEMBER OF:

THE SOUTHERN ASSOCIATION OF INDEPENDENT SCHOOLS (SAIS)

NATIONAL ASSOCIATION OF EPISCOPAL SCHOOLS (NAES)

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS (NAIS)

EDUCATIONAL RECORDS BUREAU (ERB)

A MESSAGE FROM THE HEAD OF SCHOOL

Dear Episcopal Day School Community,

In this Parent and Student Handbook, our hope is that you find our core principles and values readily apparent as we outline policies and procedures for the smooth operation of the school. We have high standards for the conduct of our students, but we understand the power of grace and the importance of providing opportunities for growth. We understand the efficiency and simple fairness of consistency, but we also appreciate the complexity of the (often) unique needs of students and the ways that may shape our path forward. When dealing with students, no handbook can perfectly account for the unique nature of any given situation. Sometimes, common sense must prevail. Sometimes, some other course of action is required to maintain the safety of our students and our employees. Always, our goal is loftier than adherence to a strict set of rules—it is, as our mission outlines, “to guide children to discover their place in God’s world for lives of wisdom, love, and service.” In other words, we seek to help them live into the fullness of their God-given potential.

Please understand that throughout the year, we may have an occasion to make an adjustment to this Handbook and we reserve the right to do so. When that happens, the published Handbook on the web will be updated accordingly. At any time, if you have questions regarding the Handbook, School policies, or any other issue, please feel free to contact the appropriate member of the school administrative leadership.

I look forward to working with you this year and in the years to come.

Sincerely,

David B. Perkinson
Head of School

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MISSION STATEMENT AND BELIEFS

Mission

The Episcopal Day School is a mission of the Church of the Good Shepherd and exists to guide children to discover their place in God's world for lives of wisdom, love, and service. Informed by a Christian perspective, we offer an education that attends to the nurture and development of the whole child, so that each may form a sure foundation for life.

We Believe...

- each person is uniquely created in the image of God and we are called to recognize, respect, and honor the freedom and dignity of every person.
- the school, the family, and their faith community are called to work in partnership to encourage all children to discover their God-given gifts.
- children learn and develop in many ways and we are called to creatively nurture the growth of each child in heart, mind, body, and soul as we pursue excellence in academics.
- differences are part of God's creative plan and we are called to grow into that truth as a school community that seeks to embrace racial, economic, and religious diversity.
- with Jesus Christ as our center and by his grace, we may all live lives of wisdom, love, and service for God's glory.

Vision for Community

We work to ensure each member of our community is and feels:

- welcomed, included, and connected
- known and appreciated
- cared-for and well-served
- engaged and invested
- challenged, supported, and successful

POLICIES AND PROCEDURES

I. ADMISSION POLICIES

A. **ELIGIBILITY:** In its admission, financial aid, personnel policies, and general practices, Episcopal Day School acts without regard to race, color, sex, religion, ethnic origin, physical handicap, or age.

B. APPLICATION AND ADMISSION

1. All applicants for admission for K-8 must undergo admissions testing, present a transcript from their previous school, and submit a recommendation from a former teacher. Please direct any questions to our Director of Admissions.

2. TWO-WEEK CONTRACT POLICY

A two-week trial will be given for a child to adapt to the classroom. If after two weeks a child is unable to adjust to the expectations of the classroom environment, the child will be withdrawn from EDS and the enrollment contract voided.

3. TOILETING POLICY

While we will do our best to help your child be successful in the bathroom, we will abide by the following policies:

- Children entering the EDS Preschool are expected to be potty trained. This means:
 - Knowing when they need to go to the bathroom
 - Being able to undress and use the potty independently, and re-dress
 - Being able to wipe independently
- EDS does not have the proper facilities to change diapers/Pull Ups. Children are expected to wear underwear at school, even at nap/rest times.
- Children who have more than two potty accidents in one day will receive a call home for somebody to come and change them.
- If after three weeks of school a child is still having frequent accidents, the child will be sent home for up to two weeks to work on potty training at home before returning to school.

C. **RE-ENROLLMENT:** Information on re-enrollment for the following year will be sent to parents of currently enrolled students in early February.

II. SCHEDULE

A. **SCHOOL CALENDAR:** A detailed calendar is available online on or before the first day of school.

B. PROGRAM HOURS:

Before School Care Opens	7:00 a.m.
Drop-off and Homeroom Begin	7:45 a.m.
Tardy Bell	8:10 a.m.
Morning Prayers, Announcements	8:11 a.m.
PS Dismissal	12:30 p.m.
Grades K-8 & NS Dismissal	3:00 p.m.
After School Care Closes.....	6:00 p.m.

III. ATTENDANCE POLICIES

A. ATTENDANCE REQUIREMENT: Timely and consistent attendance matters and is central to maximizing the growth and development of each child. We expect students to be present for each full day of school. Excessive tardies and absences may jeopardize a child's enrollment at EDS.

B. ABSENCES DUE TO ILLNESS OR FAMILY EMERGENCY: Please email the homeroom teacher, advisor, or division head by 8:30 a.m. each day your child is absent. Students absent from school due to illness will have a maximum of three school days beginning with the day they return to school to make up missed assignments, including tests and homework. The responsibility for making up work is the student's. Work not made up will receive a grade of zero. If a child is absent from school for two or more consecutive days but is able to do school work, parents should notify the front office by 8:30 a.m. so make-up assignments can be compiled for pickup that afternoon. Middle school students should check assignments on Google Classroom.

C. ALL OTHER ABSENCES: We greatly discourage any absences aside from those caused by illness or family emergency. If a student must be absent:

- Homeroom teachers or advisors must be notified as soon as possible but no later than 48 hours (two school days) in advance of the absence (except for a family emergency) to prepare make-up assignments.
- Requirements for making up an absence will be determined by the teacher and division head, and may include but are not limited to the following: reading, independent written assignments, tests, quizzes, extra help sessions, or tutoring from an outside source.
- Not all assignments can be given in advance; therefore, students may have additional make-up assignments upon returning to school.
- Make-up assignments should be given to the appropriate teacher within three (3) days after the student returns to school.

D. ARRIVAL: Students that are enrolled in Early Birds Extended Care may begin arriving at 7:00 a.m. **All students should report to their homeroom at 7:45 a.m. or upon arrival thereafter.**

E. TARDINESS: To obtain full benefit from the educational program, it is essential that students arrive at school on time. Therefore, students arriving after **8:10 a.m.** will be marked tardy. **All** tardy students must obtain a pass from the front office. Teachers, division heads, and/or Head of School may impose disciplinary action for excessive tardiness, including the non-renewal of a student's contract in exceptional cases.

F. DISMISSAL: Please pick up students promptly at dismissal time. Students who are not picked up within twenty minutes after their dismissal time will be taken to the EDS After School Program for supervision by after-school personnel.

Students who are not picked up by 3:20 p.m. are sent from the front office to the After School program; a drop-in fee of \$17 will be charged to the student's TADS account.

Out of respect for our employees, families are expected to pick up their children promptly at the end of all school activities. Students may not be on campus unsupervised, and will be directed to the after-school program and charged accordingly.

G. EARLY DISMISSAL: Early dismissals or absences for a brief period during the day are strongly discouraged. If possible, medical appointments should be scheduled after school. In order for a student to leave school early or to be excused during school hours, notice must be given to the teacher in the morning of that day. Students being dismissed early must be signed out in the office by an adult and will be called to the office when the approved pickup person arrives. **No student may be dismissed during the school day to walk or bike home or to an appointment.** It is the responsibility of the parent to notify the regular carpool driver when a student is absent or being picked up early.

IV. FINANCIAL INFORMATION

Enrollment, financial aid, and billing are managed by TADS, an online tuition management system. Please refer to the Admissions Office or Business Office for questions regarding TADS.

A. WITHDRAWAL/TRANSCRIPT REQUEST PROCEDURE: At the time a student withdraws from the school, parents must visit the Admissions Office to complete a Student Withdrawal Form and the Tuition Refund Insurance Claim form (if applicable). All financial obligations must be current at the time of withdrawal. All transcripts will be mailed to the requesting school and cannot be hand delivered by a parent or guardian.

B. FINANCIAL AID: The Board of Trustees of Episcopal Day School is committed to a strong program of financial aid. EDS Financial Aid Policies and Procedures may be downloaded

from www.EDSAugusta.com. One may apply online for Financial Aid [here](#). All financial aid information and deliberation will be handled by the Financial Aid Committee and will be held in the strictest confidence.

C. PHILANTHROPIC SUPPORT: EDS is a non-profit institution and relies on our generous community to maintain and enhance school programs, facilities, and faculty professional development.

Annual Fund

The EDS Annual Fund is an opportunity to make a tax-deductible gift that directly benefits Episcopal Day School students and faculty. The Annual Fund makes it possible for EDS to offer its excellent program and as such, is the school's number one philanthropic priority. A gift to the Annual Fund is the most important way a parent, grandparent, alumnus, or friend can show support for EDS.

EDS Endowments

Episcopal Day School has 19 established endowments that support a wide variety of programs and specific needs within our school community. Gifts can be made to support a specific existing endowment, or donors may choose to establish a new, separately tracked endowment to support a specific program or need. The threshold for establishing a new, named endowment is \$25,000. For more information on endowment gifts or identifying an area to support, contact the Development Office.

Library Fund

Family and friends of our EDS students are invited to celebrate their birthdays by gifting a book to the EDS Library Fund through the Birthday Book Club. The library has a curated selection of award-winning books from which to choose for \$20. A bookplate with your child's name will be mounted in their honor to forever commemorate your contribution and your student's special day. Gifts to the EDS Library Fund help the school continually update and develop its permanent collection of literature, reference books, materials, and technology.

Tributes

Gifts in memory or in honor of an individual may be made to any of the EDS Endowments, the Annual Fund or the Library Fund.. When a tribute gift is made, the honoree or their family is notified.

Georgia GOAL Scholarship Program

Since 2008, EDS supporters have participated in the Georgia GOAL Scholarship Program, which allows Georgians to redirect their state income tax dollars to EDS to be used for partial scholarships for qualifying families. The process is fast and simple - to learn more or to make your Georgia GOAL designation, visit goalscholarship.org.

V. ACADEMIC

A. **CLASS ASSIGNMENTS:** Balanced classrooms provide the best opportunity for students to develop skills such as creativity, critical thinking, empathy, leadership, and collaboration.

Class assignments are made by faculty in collaboration with the learning specialist, school counselor, and division head. In creating balanced classrooms we consider academic ability and cognitive skills, individual learning styles, and social/emotional needs. While we do not accept requests for specific assignments, relevant information about individual students may be submitted in writing to the division head no later than the end of the current school year.

B. **HOMEWORK:** A parent's responsibility is to help the student establish good study habits and independent work habits. Failure to complete homework will be handled by teachers on an individual basis.

C. **STUDENT SUPPORT :** All EDS students are supported and well-served. Using research based practices, our faculty differentiates instruction to meet the needs of all learners. If there is a need for additional academic, social, or emotional support, our Student Support Team (SST) will meet with families to determine if there is a need for additional assessments, counseling, or tutoring.

E. **CARE OF SCHOOL MATERIALS:** Tuition pays for all textbooks and most materials. It is essential that we maintain our texts in good condition. Students are responsible for everything issued to them. The students will be responsible for any damage to materials and will have to pay the replacement cost (up to \$100) for any lost items and fines for unnecessary wear to textbooks.

*Please see Responsible Use Policies for grades 1-4 and 5-8 regarding the care of technology devices.

Each student in grades 4-8 will be assigned a top and bottom locker at the beginning of the school year. Carabiners to hold the doors closed are provided. Students are responsible for any damages and will be charged accordingly. Only magnets (no tape) may be used to affix papers to locker surfaces, and only on the interior.

It is useful for all students to have backpacks or book bags to carry folders, books, lunch, school supplies, etc.

F. **REQUIRED SUMMER MATH AND READING:** All (entering and returning) students are required to complete summer reading assignments which are determined by classroom teachers. Students may also be required to complete math review activities in preparation for the following school year.

G. **LIBRARY:** The school library is operated on the same basis as the community library. Books must be checked in and out properly and handled with care.

H. PROMOTION POLICY: In order to be promoted to the next grade at the end of the school year, a student must meet the following minimum criteria:

Preschool-8th Grade:

Reenrollment and promotion is conditional upon meeting the academic and behavioral expectations for each grade level. Decisions regarding the promotion of any student will be made by faculty members in consultation with families and the Division Head.

Students meeting the minimum criteria for promotion with a demonstrated need for remediation may be required to demonstrate completion of a pre-approved program of study or tutoring during the summer in order to progress to the next grade level.

Students in grades 4 through 8 who fail to meet the academic standards may have an opportunity to complete an approved summer course of study and examination no later than July 31. Meeting this requirement will result in promotion to the next grade level, while failure to meet these criteria will result in the student being retained in the current grade.

I. EVALUATION

- Three-year-olds through 3rd graders receive regular progress reports but no letter grades.
- Students in grades 4-8 will be graded on a numerical scale as follows:
 - 90 to 100 = A
 - 80 to 89 = B
 - 70 to 79 = C
 - 65 to 69 = D
 - 64 and Below = F
- For grades 4-8 co-curricular courses, students will be graded on a scale of A, B, C, D, F (non-numerical).

J. MIDDLE SCHOOL HONOR ROLL: Students who maintain a quarter average of 90 or higher in Spanish, English, history, science, mathematics, and religion will earn the designation of honor roll student.

K. MIDDLE SCHOOL SEMESTER EXAMINATIONS: Semester examinations are administered to students in grades 5-8 twice a year, in December and May. Requests for early or make-up semester exams are strongly discouraged. Such requests may be addressed on an individual basis with the division head. Fifth-grade exams are part of the term grade; 6th-grade exams are 10% of the semester; 7th and 8th-grade exams are both 20% of the semester.

An eighth-grade student *may* be exempt from specific subject area exams in May if he/she meets the following criteria:

- achieves a first-semester subject area grade point average of 90 or higher
- achieves a subject area test grade of 85 or higher on the December semester exam,
- has a subject area grade point average of 90 or higher one week before the May semester exams, and
- successfully completes their Service Learning experience and Inside EDS hours

Students exempting exams are expected to attend all planned school activities before and during exam week.

L. GRADUATION REQUIREMENTS: To be a candidate for graduation from EDS, eighth graders must attain a final cumulative average of 70 in all academic courses, foreign language, English, literature, history, science, religion, and mathematics. No course may have a final average of less than 65. Students must also successfully complete their Service Learning experience and their Inside EDS hours requirement. Special appeals may be made to the Head of School.

M. STANDARDIZED TESTING: Students in grades 3-8 will take the Educational Records Bureau test in the spring. Families will receive information about the testing and have an opportunity to review their child's results during the spring conference.

VI. FAMILY INVOLVEMENT

A. BACK TO SCHOOL DAY: This special day is held the day before the first full day of school. Families are invited to bring their children to this all school event. As part of the Back to School Day, students will meet their teachers and have an opportunity to engage in a variety of activities with their classmates. At the same time, the adults will meet with their child's classroom teacher. Important information including academic program details, special events, student and family responsibilities, and other details about the school year will be shared. Families should make every effort to attend.

B. CONFERENCES: A guardian may request a conference with the child's teacher(s) at any time. If you wish to have a conference with a teacher or any member of the staff, you may come by the office or contact the teacher directly by email. In the event a student is experiencing difficulties at school, the teacher will contact the guardian. The teacher(s) and guardian will then confer as often as necessary to reach a solution to the problem. A formal conference for families is scheduled early in each semester. Middle school students are increasingly involved in their formal conferences.

C. CONTACTING STUDENTS AND TEACHERS: During the school day, teachers and students are engaged in learning activities. Teachers are responsible for the supervision of children during this time as well. This means that they may not be able to respond to emails or other outside communications until the end of the school day. If there is an urgent need, please

call the EDS office and they will gladly relay a message to a teacher or student. Student cell phones and watches with internet or cellular connection must remain off and left with the students' advisors between 8:10 a.m. and 3:00 p.m.

We encourage parents to use our email system as a primary means of communication with the school. Although email is not a good medium for sensitive or complex conversations, it is extremely efficient for sharing information in a timely manner. If you have an issue you need to discuss with a teacher, it is best to email the teacher and request a time for a call or conference.

D. NON-CUSTODIAL PARENTS: Episcopal Day School is required to provide the non-custodial parent with access to the academic records and to other school-related information regarding the student in the absence of a court order to the contrary. If there is a court order specifying that no information is to be given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

E. EMERGENCY CONTACTS AND APPROVED CARPOOL DRIVERS: Families are responsible for maintaining accurate contact lists and approved drivers in BigSIS.

F. PARENT CONCERNS: Frequently, parents have questions and concerns which should be first addressed to their child's teacher/advisor. Many concerns are quickly resolved in conversation with the classroom teacher. If they cannot be handled at that level, please notify the Division Head. If concerns cannot be resolved by the Division Head, parents are encouraged to contact the Head of School. As the chief executive officer of the school, the Head of School has the final responsibility for making decisions having to do with operational policy. In some cases, consultation with the Chair of the Board of Trustees may be necessary.

HANDLE WITH CARE: Please notify the school counselor in the event of any family concern or crisis, such as the death or serious illness of a family member, so that we can help provide appropriate care and support for the student.

Families with circumstances that require special attention or unusual vigilance on the part of the school officials should make these known to the Division Head or Head of School on or before the first day of school. Medications and medical concerns should be directed to the school nurse.

G. CAMPUS SECURITY: ALL visitors, including parents during the school day and after school, are **required** to sign in **AND** out at the front desk. Visitors may be asked to show a picture ID. A visitor pass will be printed and visitors will be buzzed in by the receptionist at the front desk. Visitor passes must remain visible while on campus.

H. CLASSROOM VISITATION: Parents, alumni/alumnae, and friends are welcome to visit the EDS campus before or after school. Contact with teachers and/or students during the school day should be directed through the front office. In order to prevent unnecessary interruptions to classroom activities and instruction, we request that there be no unscheduled

classroom visits. Family members and guests are welcome to have lunch with a student during the scheduled lunch period. Former students may visit during the lunch hour only.

I. CLASSROOM VOLUNTEERS: Volunteer opportunities will vary depending on the needs of individual classroom teachers. If you are interested in becoming a volunteer, you are asked to complete a background check and online training. Once you have completed the training we will work to match you with a volunteer position. Information about the training may be found [here](#).

J. FIELD TRIPS: Field trips are an important and integral part of EDS's commitment to experiential education. Except under unusual circumstances, students are expected to attend and participate in field trips the same as any other school day.

K. COMMUNICATIONS FROM THE SCHOOL: Most communication from the school to parents is through school email. Time-sensitive matters are communicated through text messaging.

The Panther Post is a weekly newsletter that is sent to all families each Monday and contains notices of school meetings, activities, important dates, and/or changes in the school calendar. Families should read it carefully each week to stay informed.

L. EPISCOPAL DAY SCHOOL ASSOCIATION: The EDS Association was established to provide an organization through which the efforts of the parents could be coordinated in the effective support of the school. The President of the EDS Association serves as an ex-officio member of the Board.

All parents of enrolled students as well as faculty and staff hold membership in the EDS Association. Some of the services provided by the EDS Association to the community are

1. Room parents for each class
2. Financial support for worthy school projects through the annual wishlist and regular contributions to the school's operating budget and permanent endowment
3. Volunteers
4. Annual fundraising/friendraising events

M. POLITICAL ENDORSEMENTS or other such political handouts may not be distributed on school grounds.

N. SOCIAL INVITATIONS: NO social invitations may be delivered at school, even when the entire class or grade level is invited. This includes birthday invitations.

O. BIRTHDAYS: In consultation with the classroom teacher, families may send a special treat to celebrate a child's birthday, if they so desire. Classroom teachers will provide birthday treat

and allergy guidelines during Back to School Day. Parents of children with summer birthdays may schedule a birthday snack during the school year. Flowers, balloon bouquets, and other gifts for children may not be delivered to school; **we will not accept such deliveries.**

P. CLASS PARTIES: Class/advisory parties should always be coordinated with classroom teachers or advisors. Typically, parties are limited to Halloween, Thanksgiving, Christmas, Valentine's Day, and the end-of-the-year party.

In all cases, families are asked to please check with classroom teachers regarding any food allergies.

Q. CHANGE OF ADDRESS: In the event of a change of address or telephone number, please promptly update your information in BigSIS.

VII. DISCIPLINE

A. CODE OF CONDUCT:

Belief Statement and Guiding Principles

In adherence to the Episcopal Day School's mission of providing an enriching education, the EDS Code of Conduct outlines a system designed to teach, model, and reinforce appropriate and responsible student behavior.

We are called, through the Gospel imperative, to love and respect ourselves and others in God's creation. This Code is intended to foster a climate in which students incorporate the principles and high standards of the Christian community in all activities.

The following beliefs and principles guide us in providing a safe, orderly, academic, and professional environment for teaching and learning.

- The call to love means demonstrating respect for self, others, and their property; appreciating individual differences, and being considerate of others' feelings.
- Maintaining an environment in which all students can grow and learn is the school's highest priority.
- Consequences for both acceptable and unacceptable behaviors can be effective external motivators for learning and changing behavior. However, our goal is to assist students in becoming increasingly self-disciplined. Self-discipline is manifested when students choose the appropriate behavior, in individual and group contexts, regardless of external motivators, consequences, or supervision.
- Self-discipline, in individual and group contexts, is essential to achieving our goals and maintaining our community.

- Parents are essential school partners who share responsibility for their children’s behavior.
- Inappropriate or irresponsible behavior interferes with one’s own learning opportunities, the learning opportunities of other students, and the teacher’s responsibility to teach all students.
- Children grow, develop and learn at different rates and stages; therefore, changing behavior is an ongoing process that takes time. While we do not expect our children to be perfect, we do expect them to respond to guidance and to improve their behavior over time.
- Inasmuch as every disciplinary act poses a “teachable [learning] moment,” teaching and modeling expected behavior are key components of the intended curriculum.
- Code enforcement should be based on an evaluation of behaviors not a judgment of students.
- The Code should be enforced in as fair, consistent, and timely a manner as is reasonably possible while also taking into consideration the unique circumstances of each individual situation.

B. Preschool Progressive Discipline Consequences

We believe that each child is a unique person with an individual pattern and timing of growth and development. Most problem behaviors of young children are normal aspects of their development. Our faculty strives to encourage self-discipline in children by using positive guidance techniques such as modeling appropriate behavior, redirecting children to more acceptable activities, and setting clear limits. Each child is provided many opportunities to develop social skills such as cooperating, helping, negotiating, and problem-solving. In fact, helping students develop behaviors in a variety of contexts is a major part of our curriculum.

Appropriate accommodations/interventions may be made for students with learning and/or social/emotional difficulties. Students may be referred to the school counselor to help determine appropriate accommodations/interventions at any level.

- Inappropriate behavior
 - Teacher/student discussion with age-appropriate interventions
 - Teacher will notify parents if interventions are not helping
- Repeated or persistent inappropriate behaviors (3 or more in a 5-day period)
 - Teacher/student discussion with age-appropriate behavior modification strategies
 - Notify parents; Division Head (DH) will be notified
 - Follow up communication between teacher and parent within 5 days about the situation, and continue until it is clearly resolved.
- If behavior/behaviors persist, continue teacher/student discussions
 - Continue teacher/parent contact

- Teacher/DH will determine age-appropriate behavior modification strategies
- Teacher/parent conference (division head may attend, depending on severity)
- Follow up communication between teacher and parent within 5 days about the situation, and continue until it is clearly resolved.
- A student support team meeting may be held to develop a behavior improvement plan.
- Behavior modification strategies should include incentives and/or consequences that are significant to the individual child. These may include verbal or nonverbal reinforcement (e.g., smile, hug, “I like the way you...), activity or privilege reinforcement (e.g., line leader, snack helper, choice of play areas), tangible reinforcements (e.g., stickers, happy faces, badges), loss of privileges (e.g., exclusion from classroom activities, brief recess time-out). A probationary period may accompany any or all of the above.
- Any behavior/behaviors that cause physical or emotional harm to self or others (e.g., biting, hitting, or running away from the teacher) will result in a conference with the parents, teacher, and division head. Depending on the severity, the student may be removed from the classroom to ensure the safety of others. The Head of School may be notified or attend the conference.
- Severe behavior events or insufficient responsiveness to behavior improvement plans may result in dismissal from school or the enrollment agreement being withheld or withdrawn.

C. LOWER SCHOOL AND MIDDLE SCHOOL

Levels of Unacceptable Behavior

Level I Behaviors

These behaviors are low-level infractions that occur in or outside the classroom, before or after school, during athletic-related events, or during the Early Birds and Afterschool programs. These behaviors include and may negatively affect only the student engaged in such behaviors. These behaviors may include but are not limited to

- Failure to Have Appropriate Equipment or Materials
- Failure to Complete Assignments or Homework
- Gum Chewing
- Tardiness to School or Class
- Inappropriate language
- Talking out without Permission
- Dress Code Violations
- Sleeping
- Certain Unauthorized Use of Electronic or Music Devices
- Violation of the Acceptable Use Technology Policy
- Engagement in Off-Task, Disruptive, and/or Other Disruptive Behavior

Chronic or persistent occurrences of any of the preceding Level I behaviors will result in the elevation of the behavior to Level II status.

Level II Behaviors

These behaviors are moderate-level infractions that occur in or outside the classroom, before or after school, during athletic-related events, or during the Early Birds and Afterschool programs. These behaviors may cause physical or emotional harm and may negatively affect an orderly learning environment. These behaviors may include but are not limited to

- Excessive Horseplay
- Verbal Disputes
- Disrespect:
 - Name Calling
 - Inappropriate Gestures
 - Failure to Follow Directions in a Timely Manner
 - Rude, Vulgar, or Offensive Speech
 - Tactless, Unkind, or Repetitive Teasing
- Use of Profane or other Inappropriate Language Improper Treatment of School Property, Equipment, and/or Material
- Inappropriate Physical Contact:
 - Unwelcome Touching
 - Pulling or Jerking on Others or Their Belongings
 - Tripping, Hitting, or Pushing
 - Placing Another In a Headlock
- Misuse or Abuse of the Property of Others
- Failing to Report to Class
- Lying or Otherwise Making False or Deceptive Statements or Claims
- Certain Unauthorized Use of Electronic or Music Devices
- Violation of the Acceptable Use Technology Policy
- Engagement in Off-Task, Disruptive and/or Other Inappropriate Behavior

Chronic or persistent occurrences of any of the preceding Level II behaviors will result in the elevation of the behavior to Level III status. Faculty members will submit discipline referrals after each Level II infraction.

Level III Behaviors

These behaviors are the most serious infractions that occur in or outside the classroom, before or after school, during athletic-related events, or during the Early Birds and Afterschool programs. These behaviors may cause others extensive physical or emotional harm and negatively affect an orderly learning environment. These behaviors may include but are not limited to

- Cheating/Plagiarism
- Bullying/Hazing/Intimidation/Threats/Harassment/Fighting
- Defiance
- Certain Unauthorized Use of Electronic or Music Devices
- Violation of the Acceptable Use Technology Policy
- Engagement in Off-Task, Disruptive and/or Other Inappropriate Behavior
- Theft
- Possession/Use/Distribution of Weapons, Alcohol, Illicit Drugs, Tobacco Products, Drug Paraphernalia, Pornography, or Other Contraband

Lower School Progressive Discipline Consequences

We believe that each child is a unique person with an individual pattern and timing of growth, social development, and learning. The teachers strive to provide a safe environment in which children are taught self-discipline and love for themselves and others. We recognize that changing problem behaviors is an ongoing process that takes time. Children are provided many opportunities to develop social skills such as cooperating with others, problem-solving, and conflict resolution.

When discipline infractions negatively affect other students, we will provide appropriate pastoral care and emotional support for those students.

Appropriate accommodations/interventions may be made for students with learning and/or social/emotional difficulties. Students may be referred to the school counselor or other student support agency to help determine appropriate accommodations/interventions at any level.

Level I Lower School Consequences

- First infraction and/or second infraction: Teacher/Student discussion may result in age-appropriate consequences, which may include:
 - Verbal warning
 - Restricted recess
 - Loss of privileges depending on classroom management system
- Three or more infractions in a 5 day period will result in a discipline referral:
 - Teacher/student discussion with age-appropriate consequences; Dean of Students (DoS)/Division Head (DH) notified
 - Notify parent
 - Follow-up communication between teacher and parent within 5 days about the situation and will continue until the situation is clearly resolved.
 - First discipline referral will result in one or more of the following:
 - Recess and/or lunch detention
 - Exclusion from classroom activities to be determined by teacher

- Student Behavior Improvement Plan – can include written apology or written assignment
- Repeated discipline referrals - 3 additional infractions in a 5 day period
 - Teacher/DoS/DH/student discussion with more serious age-appropriate consequences
 - Notify parent
 - Follow-up communication between teacher and parent within 5 days about the situation and will continue until the situation is clearly resolved
 - Repeated discipline referrals will result in one or more of the following but may not be limited to the following:
 - Recess and/or detention
 - Exclusion from classroom activities
 - Loss of privileges
 - Student Behavior Improvement Plan – can include written apology or written assignment
- Persistent Level I discipline referrals could result in the elevation to Level II
 - To be determined by DoS/DH and teacher

Level II Lower School Consequences

- Teacher/Student discussion
 - Notify Dean of Students/Division Head
 - Notify parents
 - If necessary, conference with parent/teacher/student (school counselor/DoS/DH and student participation may vary depending on situation) with age-appropriate consequences
 - Follow-up communication between teacher and parent within 5 days about the situation and will continue until situation is clearly resolved
 - Consequences – one or more may be administered:
 - Recess and/or lunch detention
 - Exclusion from classroom activities to be determined by the teacher and DoS/DH
 - Loss of privileges
 - Student Behavior Plan – can include written apology or written assignment
 - Removal from program or activity such as Earlybirds or Afterschool
 - In-school suspension – may be partial or full day
 - A probationary period may accompany any or all of the above
- After two Level II infractions a student support team meeting will be held to develop a behavior improvement plan.

Level III Lower School Consequences

- Conference with Head of School/Division Head/Dean of Students/school counselor/teacher/parent/student
- Consequences
 - In-school or at-home suspension
 - Other age-appropriate consequences to be determined may be given

Severe behavior events or insufficient responsiveness to behavior improvement plans may result in dismissal from school or in the enrollment agreement being withheld or withdrawn.

Middle School Progressive Discipline Consequences

We are committed to teaching and learning, including in matters of behavior, social interactions, and emotional growth. Our desire is to guide students toward responsible independence as we maintain a safe and healthy environment in which all students may thrive. As we guide students to recognize and own the impact of their choices and behavior, we seek to apply logical, measured, and effective consequences to help students learn and make changes.

Our progression of responses below takes into account persistent low-level disruptions as well as instances of more serious misconduct. The range of responses is necessary because each student and situation is unique. When applying the range, we consider the following:

- the principles of our mission and statement of beliefs
- the needs of the student in a disciplinary situation
- the needs of the classroom community of which the student is a part

When misconduct negatively affects other students, we will provide appropriate pastoral care and emotional support for those students.

Appropriate accommodations/interventions may be made for students with learning and/or social/emotional difficulties. Students may be referred to the school counselor or appropriate support agency to help determine appropriate accommodations/interventions at any level.

Level I Middle School Progression and Consequences

- First and/or second incident:
 - Verbal warnings and classroom interventions
 - “Redo” till behavior is correct (e.g. walking to class)
 - Student asked to leave class until ready to change behavior and return
 - Recess restriction/opportunity to practice correct procedures or correct the problem
 - Loss of privileges depending on classroom management system
- Three or more incidents in a 5 day period:
 - Dean of Students/Division Head notification

- Parent notification: this is to alert parents that we are working on a behavior issue
- Reflection and restorative activity
- Recess/silent lunch restriction/service-work requirement
- Repeated discipline referrals - additional incidents in a 5 day period:
 - DoS/DH/student/teacher conference; parent conference
 Consequences may include one or more of the following:
 - Loss of privileges
 - Removal from the classroom/setting until the student presents a Behavior Improvement Plan in writing to the DoS/DH
 - Use of a daily behavior tracking sheet for student
 - Recess and/or lunch restriction/detention/service-work requirement
 - After school service work/detention

Persistent Level I discipline referrals could result in the elevation to Level II as determined by the DoS, DH and teacher

Level II Middle School Progression and Consequences

- Dean of Students/Division Head and parent notification; conference
- Consequences may include one or all of the following:
- Loss of privileges
 - Removal from the classroom/setting until the student presents a Behavior Improvement Plan in writing to the DoS/DH
 - Restriction/service-work/restitution requirement during lunch and/or recess
 - After school service work/detention
 - Use of a daily behavior tracking sheet by student
 - Removal from program or school-sponsored activity such as Earlybirds or athletics
 - In-school suspension; may be full or partial day

A probationary period may accompany any or all of the above.

Level III Middle School Progression and Consequences

- Conference with Head of School/division head/Dean of Students/teacher/parent/student
- Consequences may include one or all of the following:
- In-school or at-home suspension
 - Other age-appropriate consequences to be determined may be given
 - Dismissal/Expulsion from school

In general, serious or Level 3 infractions may incur a penalty ranging from in-school suspension to expulsion, depending upon the details and circumstances of the individual case.

Severe behavior events or insufficient responsiveness to behavior improvement plans may result in dismissal from school or in the enrollment agreement being withheld or withdrawn.

VIII. RESPONSIBLE USE POLICY

The faculty, staff, and administration at Episcopal Day School believe that access to today's technology and the skills that students will develop in using it are an essential part of both the learning process and student success in the future. These new opportunities also pose many new challenges, and meeting them is the joint responsibility of all members of the EDS community, including faculty/staff, parents, and students. The Responsible User Policy (RUP) helps us to address those challenges.

In general terms, we expect students to operate with the level of respect and responsibility in a digital environment as we would in person— among those expectations are showing respect for the dignity and worth of every person; taking care of personal property and school property; and extending kindness and care to others. More specifically, guidelines and expectations of usage are described in the Responsible Use Policy agreement and apply at all times, not only while at school. The RUP forms can be found at <https://edsaugusta.bigsis.com/portal/> under the Parents Tab forms and documents tab, and must be printed and signed by both a parent/guardian and the student at the beginning of each school year.

It is also important to note that off-campus behavior, whether in a digital environment or in-person, typically falls outside the purview of the school. However, when those behaviors impact the daily operations of the school and make their way into the life of the school, we reserve the right to act accordingly.

IX. STUDENT UNIFORM CODE

Please add name labels to clothing items, especially outerwear.

**EDS Student Uniform and Dress Code Standards
2022-2023**

	Preschool-K	Grades 1-4	Grades 5-8
Everyday	Comfortable, casual clothes Athletic shoes Rain gear	Khaki or navy skort, shorts, or pants Collared knit shirt: EDS logo or no logo Fleece, sweatshirt, sweater: EDS logo or plain (no brand logo) Athletic shoes with socks Shirt & Outerwear Colors listed in General Requirements below	Khaki or navy skort, skirt with shorts underneath, shorts, or pants Collared knit shirt: EDS logo or no logo Fleece, sweatshirt, sweater: EDS logo or plain (no brand logo) Athletic shoes with socks Shirt & Outerwear Colors listed in General Requirements below
Chapel		<p>Girls: Plaid jumper White blouse with rounded or button-down collar Fleece jacket or sweater with EDS logo or plain (no brand logo) Socks, tights, or leggings (white, black or navy) Athletic shoes or dress shoes</p> <p>Boys: Khaki pants (or dress khaki shorts in Aug, Sept., and May) Oxford button-down white shirt (tucked in) Fleece jacket or sweater with EDS logo or plain (no brand logo) Belt: EDS, black, brown School tie optional Athletic shoes or dress shoes</p> <p>Sweatshirts and hoodies may not be worn on Chapel Day.</p>	<p>Girls: Plaid skort or skirt worn with shorts underneath White blouse with rounded or button-down collar (tucked in unless an overblouse with straight hem) Fleece jacket or sweater with EDS logo or plain (no brand logo) Knee socks, tights, or ankle-length leggings (white, black or navy) Dress shoes, flat</p> <p>Boys: Khaki pants (or dress khaki shorts in Aug, Sept., and May) Oxford button-down white shirt (tucked in) School tie or bow tie Fleece jacket or sweater with EDS logo or plain (no brand logo) Belt: EDS, black, brown Dress shoes with socks</p> <p>Sweatshirts and hoodies may not be worn on Chapel Day.</p>
FWC Days		Blue jeans (with no holes) or long pants T-shirt with school-appropriate design Raincoat or heavy jacket with hood Rain boots or closed-toed shoes for dirt/rain	Blue jeans (with no holes), long pants, or dri fit/quick dry type joggers T-shirt with school-appropriate design Fingertip or mid-thigh length shorts Raincoat or heavy jacket with hood Rain boots or closed-toed shoes for dirt/rain Leggings only permitted if worn under uniform or athletic shorts/skort
EDS Spirit Fridays		EDS Spirit wear on top Jeans or shorts (finger-tip length or mid-thigh), no athletic shorts or skirts Must wear closed-toed athletic shoes No face/body/hair paint	EDS Spirit wear on top Uniform bottoms or jeans without holes, dri fit/quick dry type joggers, and shorts (fingertip or mid-thigh length); no athletic shorts or athletic skirts; leggings only permitted under uniform shorts/skorts No face/body/hair paint
DressUp Guidelines		Girls: Dress pants or dresses/skirts (fingertip or mid-thigh length with shorts underneath); tops of dresses or blouses must have minimum 1 inch straps; Lower School girls wear closed-toe shoes and middle school may wear sandals Boys: Dress pants, button down shirt, tie, belt (EDS, brown or black leather), socks, closed toe dress shoes; MS boys may also wear a blazer/sports coat	Girls: Dress pants or dresses/skirts (fingertip or mid-thigh length with shorts underneath); tops of dresses or blouses must have minimum 1 inch straps; Lower School girls wear closed-toe shoes and middle school may wear sandals Boys: Dress pants, button down shirt, tie, belt (EDS, brown or black leather), socks, closed toe dress shoes; MS boys may also wear a blazer/sports coat
General requirements	No sandals, open-toed shoes, or cowboy boots	In all cases, shorts, skorts, skirts, and dresses must be at least finger-tip or mid-thigh length Colors of shirts, fleece, sweater, sweatshirt: blue (navy, royal, baby, red, white, black, gray) No hats, caps, or headgear of any kind may be worn Dress shoes may be flats, loafers, deck shoes, bucks, Wallabees; no boots of any type	In all cases, shorts, skorts, skirts, and dresses must be at least finger-tip or mid-thigh length Colors of shirts, fleece, sweater, sweatshirt: blue (navy, royal, baby, red, white, black, gray) No hats, caps, or headgear of any kind may be worn Dress shoes may be flats, loafers, deck shoes, bucks, Wallabees; no boots of any type

X. PHYSICAL EDUCATION POLICY

All students participate in the physical education program. First through fourth graders attend classes three times a week and fifth through eighth graders attend classes twice a week. For students in grades 5-8, changing for PE is optional this year. If students change, they must dress as follows: EDS gym shorts and school-appropriate t-shirts, or any plain navy and black gym shorts and plain white t-shirts, are acceptable for grades 5-8. **All students must wear appropriate athletic shoes.**

For athletics information and policies, please refer to the Athletics Handbook on www.edspanthers.com

XI. HEALTH AND SAFETY

A. CRISIS MANAGEMENT PLAN: EDS maintains an updated Crisis Management Plan. A copy of this emergency, health and safety document is found in every classroom and administrative office. This plan covers emergencies that may occur throughout the year.

B. SEVERE WEATHER CLOSING: In the event of inclement weather, we will attempt to make a decision regarding the opening of school by 6:00 a.m. If school is delayed or closed, we will send a text message to cell numbers of families that we have on file. We will also send an email to all families and post the announcement on the school answering machine. We will attempt to contact the following TV stations: WAGT (NBC/ Chan 26/Cable 8), WRDW (CBS / Chan 12/10), and WJBF (ABC/Channel 6/2). Updated information will be posted on the school website.

Should we need to close school once the children have arrived, we will use the same communication procedures. Text messages, email, the front desk, the website, and local media outlets (in that order) will serve as notification.

C. IMMUNIZATION REQUIREMENTS AND FORMS: ALL students in preschool and rising 7th grade are required by Georgia Health law to present the required immunization forms verifying they are properly immunized. ***These forms are available from your pediatrician or local health department and must be presented prior to the first day of school.***

Three and Four-Year-Olds - Form 3231 Certificate of Immunization

Five-Year-Olds- Form 3231 Certificate of Immunization, Form 3300 Ear, Eye, and Dental Exam

Rising 7th Graders - Form 3231 Certificate of Immunization

Effective July 1, 2021, children 16 years of age and older who are entering the 11th grade must have received one booster dose of meningococcal conjugate vaccine (MCV4), unless their initial dose was administered on or after their 16th birthday.

Threes through Grades 8 Online Health Form - to be completed by the parent online upon enrollment.

Grades 5-8 Sports Physical Form completed by Physician - The Sports exam places EDS in compliance with standards as set by the Georgia High School Association for participation in athletics at the Middle School level. Athletics is defined as daily physical education classes and after-school sports programs. In addition, EDS requires this annual physical exam for participation in our out-of-town field trips.

NO STUDENT MAY PARTICIPATE IN PE OR SPORTS PRACTICE UNTIL THE PHYSICIAN EXAM FORM IS RETURNED TO THE FRONT OFFICE.

D. EPISCOPAL DAY SCHOOL SICK POLICY

Attendance in school fosters social, emotional, and academic development, but children need to be healthy in order to learn and to be safe. School success is promoted when children are ready and able to learn. Children who are not feeling well are at greater risk for accidents and injury. Effective prevention of illness—adequate rest, nutrition, hydration, and “down-time” and reinforcement of good hand hygiene, is essential for health.

In order to help all parents support the health and well-being of their own children and the school community, the following expectations are set forth.

FEVER:

A fever is defined as a temperature higher than 100.4°F (38° C). An elevated temperature is an indication that a child is ill and could be contagious. A child with a fever needs rest and hydration and should stay home. Children must stay home a full 24 hours past the first normal temperature (without fever-reducing medication) before returning to school.

RASH:

A child with a skin rash of unknown origin or any rash accompanied by fever needs to remain home. Contacting a physician is recommended for rash illnesses in school-age children as they may be a symptom of a communicable illness.

VOMITING:

A child who vomits two or more times in a 24-hour period needs to remain home. They may return once tolerating a normal diet and remain symptom-free for 24 hours.

DIARRHEA:

If your child has two or more loose or watery stools, they need to stay home. They may return once tolerating a normal diet and remain symptom-free for 24 hours.

SORE THROATS / COUGHS:

Sore throats with swollen glands and fever need medical evaluation. Fever is not necessary for strep throat and often strep is accompanied by any combination of sore throat, nausea/vomiting, headache, stomachache, and “strawberry tongue”. A rash may or may not be present. A child with a persistent and uncontrolled cough that would be disruptive to the learning process should remain home. A cough can be a symptom of a variety of medical conditions and, if persistent, should be evaluated by a physician. Cough in asthmatic children should be evaluated by a medical provider before coming to school. Cough is a sign of exacerbation of asthma and a possible need for additional medication coverage.

PINK EYE:

Children with crusty, weepy, red eyes that might be signs of conjunctivitis (pink eye) need to stay home and see the doctor to be cleared with a note that they may return to school.

DISPOSITION / APPEARANCE:

A child who appears unusually lethargic, tired, pale or has decreased appetite, unusual inexplicable irritability, or “just isn’t themselves” may need to have a day of rest at home.

COVID:

Based on the most recent guidelines put out by the CDC and the Georgia Department of Public Health, if your child tests positive for Covid, they should stay home for 5 days from symptom start or the date of their positive test, whichever came first. It is important to note the symptom start or date of a positive test is considered day 0. Home isolation can be discontinued when:

- At least 5 days have passed since symptoms first appeared and
 - At least 24 hours have passed since last fever without the use of fever-reducing medications
- AND

- Symptoms have improved

It is also recommended to wear a mask for 5 additional days beyond home isolation.

PROTOCOLS AND PROCEDURES TO KEEP IN MIND:

- If there are signs of breathing difficulty, or wheezing, or if nebulizer treatments have been administered within the last 12 hours, the child most likely should remain home until symptom-free. A physician should be consulted any time there is an increase in asthma symptoms. Notify the school nurse of exacerbations (worsening) of asthma and changes or addition of medications.
- Persistent abdominal pain (continuing more than 2 hours) or intermittent pain associated with a fever requires the child to remain at home.
- A child with a need for more care than is appropriate for the school nurse or classroom, or an illness that could compromise the health and safety of other students, requires that the child remain home.
- When a child has any condition or injury that would prevent them from participating comfortably and safely in activities they should remain home.

- Always notify the school nurse when your child has been diagnosed with a communicable disease, has had an injury, has been prescribed medication, or requires accommodations due to health concerns.

Living in Community:

Thank you for supporting the school community by helping to create a healthy and safe environment that promotes student success and assures our children are ready and able to learn.

E. FOOD ALLERGIES: While EDS is not a peanut-free campus, we are allergy aware. Food allergies need to be reported to the classroom teacher and allergy action plans and epinephrine auto-injectors provided to the school nurse.

1. Safe practices for allergy management in all grades include no food sharing, surfaces cleaned to reduce the risk of food allergen exposure, frequent hand washing to include when entering the classroom if indicated, no eating on the bus, and careful reading of food labels.
2. Young children generally cannot manage their own food allergies. EDS strives to serve only nut-free snacks in the 3s, Pre-K, Kindergarten, and all after-school programs. We ask parents in those grades to do the same including lunches and classroom parties.
3. If a student in grades 1-8 is known to have a severe allergy, safe practices will be communicated to students and parents in that class/grade which may include asking for a peanut-free classroom or grade level.

Severe nut allergies are sufficiently common that we reserve the option of banning all nut products when circumstances warrant.

F. HEAD LICE POLICY

1. Upon detection of head lice, parents will be notified and referred to their child's pediatrician for treatment.
2. Students in the class will be screened and classroom management policies will go into effect. Siblings of students with head lice will also be screened. Parents will be emailed to heighten awareness and should monitor with weekly home screenings.
3. Students may return to school after receiving treatment.

EDS supports the recommendations of the National Association of School Nurses (NASN) head lice management in the school setting. Copies of the NASN position statement are available from the school nurse. In addition, EDS also follows evidence-based treatment and school management recommendations of the CDC and the American Academy of Pediatrics.

These include the abandonment of “no-nit” policies for student return to school and the elimination of mass school-wide screenings for lice detection. Resources for learning more about head lice are your pediatrician and the CDC. Provided are informational links for parents about head lice and school management:

<https://www.cdc.gov/parasites/lice/head/parents.html>, and

<https://www.cdc.gov/parasites/lice/head/schools.html>.

G. CONCUSSION POLICY: The Episcopal Day School recognizes that adolescent athletes are particularly vulnerable to the effects of a concussion. In compliance with the passage of House Bill 284, and to ensure the ongoing safety of our youth athletes, the following protocols will be effective January 1, 2014:

1. Prior to the beginning of each athletic season, an informational sheet emphasizing the risks of concussions shall be distributed to the parents/guardians of all youth athletes (ages 7 to 18).
2. Any youth athlete who participates in youth athletics and exhibits signs of a concussion must be removed from the game, practice, competition, or tryout and be evaluated by a healthcare provider.**
3. Any youth athlete who is deemed by a healthcare professional as sustaining a concussion shall not be permitted to return to play until he/she receives clearance from a healthcare provider for a full or graduated return to play.

H. MEDICATION DURING SCHOOL HOURS: Medication of any kind (including Advil and Tylenol) may be administered at school only by request from the parent. Only medication in the appropriate container with the official label will be accepted. Medication must be brought by an adult, and the proper form must be completed and signed. The school nurse will be available daily from 8:00 - 8:20 a.m. to accept any necessary medications.

I. ILLNESS: A child feeling ill will be sent to the infirmary, where the school nurse will determine if the child should go home.

J. ACCIDENTS: In the event of an accident or injury, the school nurse will determine whether the student should be moved. If the child can be moved, a school official will transport the child to the hospital. Parents will be notified immediately. If they cannot be reached, the school will attempt to reach the physician listed on the child’s health form.

K. FIRE, TORNADO, AND INTRUDER DRILLS: Fire drills are conducted once a month. Tornado and intruder drills will be held twice a year, and teachers will instruct their students about the procedure to follow.

L. NO SMOKING POLICY: Episcopal Day School is a smoke-free environment.

XII. RELIGIOUS LIFE AND COMMUNITY

A. **WORSHIP:** Three-year-olds through first grade students attend chapel every Tuesday morning at 8:30 a.m. Second through fourth grade students attend chapel every Wednesday morning at 8:30 a.m. Middle School students attend chapel every Thursday morning at 8:20 a.m. Through prayer, music, bible readings, homilies, and prayers, we explore and experience the truth of God’s love and God’s call on us to love others. We worship with grateful hearts. Once each month, in second through eighth grade worship, we have a Celebration of the Holy Eucharist. (This service is also known as Holy Communion, the Mass, or the Lord’s Supper.) In the Episcopal tradition, all baptized Christians are welcome to receive the bread and wine. Families should discuss their preferences, remembering that approaching the communion rail with arms folded across the chest to receive a blessing is always welcome as well. Explanation and instruction are provided for second graders before their First Eucharist, and the chaplain is happy to speak with any student or family about this tradition at any time.

Students participate in worship in a variety of ways. Beginning in kindergarten, students serve as acolytes on a rotating schedule. They also serve as song leaders on a rotational basis. Names are published weekly in the Panther Post. Fourth-grade students serve, in rotation, as readers and intercessors in Chapel and Eucharist. Middle school students serve as readers and intercessors during the week their advisory is serving as acolytes. They also lead the Pledge and Morning Prayers for the whole school.

Worship is a central and important part of life at EDS. The opportunity to offer praise and thanksgiving together strengthens us as a community and nurtures us as individuals. Parents are invited to join us at the Church of the Good Shepherd for any Chapel or Celebration of the Eucharist. Your presence enriches our worship.

B. **RELIGION CLASSES:** Our religion classes meet once a week through fifth grade and three times a week in sixth through eighth grades. Our approach to teaching religion begins with the understanding that all people are beloved children of God.

Our curriculum is biblically based and emphasizes the wonder of God’s loving presence and activity in our world throughout history and in the present day. As we explore stories from the Old and New Testaments, we discuss the practical ways to apply the lessons learned to our own lives. In the eighth grade, students learn about the major religions of the world, and engage in reflective discussion and writing about their own lives of faith.

If you have any questions about religion classes, please contact the chaplain.

C. **SERVICE PROJECTS:** Service learning is an essential element of life at EDS, particularly in our emphasis on giving thanks to God. Actively responding to the Gospel command to “love one another,” our students experience the joy and responsibility of sharing their unique God-given talents with others.

Service Learning at EDS is a program designed to connect middle school students with the needs and hardships that exist in our own community. As they learn about and serve their neighbors, complete thoughtful reflection activities, and share about their experiences, students will develop the qualities of gratitude, compassion, responsibility, and good citizenship.

Each 5th-8th grade student must participate in our Service Learning program. Service Learning is meant to be a “STRETCH” for students – taking them outside their comfort zone a bit, in order to increase their understanding of hardship and necessity very close to home, and to inspire continued service as a means of expressing gratitude for the many blessings we all enjoy. To this end, service projects are designed for each grade level and implemented to foster learning, reflection, and action. These experiences satisfy the “Beyond EDS” component of our program.

The “Inside EDS” portion of the program is designed to give middle school students an opportunity to contribute to the everyday operation of their campuses. It fosters volunteerism. As they serve their school, students help the faculty, staff, students, and volunteers of EDS with tasks that would benefit from their assistance. They learn about the complexity of life in community, while developing qualities of collaboration, gratitude, and responsible citizenship. A minimum of five (5) hours of service through “Inside EDS” is expected from each Middle School student each academic year.

Questions regarding our Service Learning program should be directed to the Chaplain.

In the Fall of 2022, EDS became an approved provider of the President’s Volunteer Service Award. This program is for students beginning at age 5 and is led by Americorp and managed in partnership with Points of Light. Students may earn service hours through working unpaid volunteer hours that benefit others. These hours may be earned through the EDS Service Learning program, as well as through volunteering for organizations outside of EDS (serving as a tutor, a coach for a sports team, working in a soup kitchen, helping out at a camp, etc). Service hours are earned on a 12-month basis starting March 1st and ending the following February 28th. Hours must be logged using the EDS form and approved by March 15 of the year to receive the PVSA in May of the same year. Award levels are as follows:

Age Group	Bronze	Silver	Gold
5 - 10 years old	26-49 hours	50-74 hours	75+ hours
11 - 15 years old	50-74 hours	75-99 hours	100+ hours

XIII. LUNCHROOM

The EDS lunchroom offers lunch service through Schoolhouse Fare. Schoolhouse Fare partners with the school to provide a secure, fast, and easy-to-use online ordering system that allows you to order from a variety of nutritious lunch menus – all trans fat free and fresh made-to-order. You can order, pay and manage your student lunches on the web. For information on creating a Schoolhouse Fare account, please visit the EDS Parent Portal. **The order deadline for the full lunch menu is 5 days prior to the lunch delivery date. In addition, Schoolhouse Fare offers a late order menu which is open until noon the day before the delivery date.**

Home lunches should be delivered to school no later than 8:30 a.m. Items that need to be kept warm or cold should be sent in appropriate packaging. Home lunches may not be heated or refrigerated at school. As a middle school privilege, students may be allowed to use a microwave in the lunchroom with the permission of the middle school division head. Candy and carbonated beverages are discouraged. Food delivered from a restaurant, either directly or through a delivery service, is not permitted.

Water Bottle Policy: We know it is important for students to stay hydrated in order to learn. Three water bottle filling stations have been installed in the school. Therefore, students are encouraged to bring water bottles to school, labeled with their names. Water is the only drink allowed in classrooms. These may be used during the day as well as for athletics. Because of the spread of germs, sharing water bottles is prohibited.

XIV. THE EDS BEFORE/AFTER SCHOOL PROGRAM

The Before/After School Program provides a well-staffed, fully equipped child development program that strives to create an environment that will enrich each child's physical, social, emotional, and intellectual development by providing a secure, caring, and stimulating program.

A. ACCREDITATION: Due to our AdvancED and SAIS accreditation and religious affiliation, our after-school program is exempt from Bright from the Start licensing. However, we adhere to Bright from the Start health and safety guidelines.

B. PROGRAM: The goal of the Episcopal Day School After School Program is to provide quality care for each child enrolled in the program. Our rooms are equipped with a variety of activities, materials, and games. An outdoor playground, field, and gymnasium are also available. All children in the program have a healthy snack, get to play on the playground, do arts and crafts, as well as have inside activities and some quiet time for homework. Children are encouraged to participate in physical activities and peer interaction; opportunities are provided to explore; and when appropriate for their age, children are provided time to rest or to study. Other activities, such as arts and crafts, are offered to students. All after-school teachers provide

quiet time and assistance with homework as needed. However, there is no guarantee that homework will be completed in its entirety. Parents should check homework and folders each evening.

D. STAFFING: Each staff member has been carefully screened and selected on the basis of educational background, training, and experience. Staff members have training in CPR, first aid, fire and safety procedures, and indicators of child abuse. All have completed the records check required by the State of Georgia. Each staff member is required to complete ten hours per year in staff development courses.

E. DISCIPLINE: Students enrolled in the Before/After School Program(s) are expected to follow the behavior expectations in place during the regular school day. If discipline infractions occur, the Progressive Discipline Consequences will be followed per division (see *VII. Discipline*).

F. CALENDAR: The EDS Before/After School Program operates on the same calendar as the school. The After School Program is not in session on holidays or during school vacations. However, please consult the EVENTS calendar on the EDS website to clear any discrepancies. The After School Program is not open to middle school students during December and May exam weeks.

G. FEES AND HOURS: Please see the website or contact the Director of Auxiliary Programs for current program fees.

There are 3-day and 5-day options

There is **not** a charge for Early Birds of students that are enrolled full-time in the After School Program. If a child is not enrolled in a 5 day program, there is a daily fee for Early Birds.

Please note that spaces in the after school program classes are limited and will be filled on a first come/first serve basis.

Cancellations/Withdrawals or new program attendees require 2 weeks notice by email or written note to the Director of Auxiliary Programs.

H. SAFETY: See Section XI of this handbook for our policy on immunization requirements.

I. DISMISSAL PROCEDURE: Children will be released to parents/legal guardian(s) of the child and persons listed on the registration form unless legal documentation (in the form of a court order) stating otherwise is on file with the school. All After School Program dismissal records are kept in the Director of Auxiliary Programs office.

When a parent arrives in the front office, the front office will notify the after school staff via radio. Students in K through eight will be sent to the front office. Parents must sign their children out with the front office. Parents of threes and PK students should walk back to the classroom to pick up the student after checking in with the front office. Students may also be sent to the front office with accompanying older siblings.

In respect for our employees, please pick up your child promptly at the closing time of the after school program in which your child is enrolled. The EDS After School Program closes promptly at 6:00 p.m. every day. Parents will be assessed a fee of \$10 each five minutes after the 6:00 p.m. closing time. Any child who is not picked up from the carpool by 3:20 p.m. will be sent to after-school care, and you will be billed accordingly.

J. MORNING DROP OFF PROCEDURES: Children enrolled in our Early Bird program must enter through the front office and be escorted to room 108. Early Birds begins at 7:00 a.m.

K. REGISTRATION: A registration form (located on the EDS website) for each child attending any After School Program must be on file with the office before your child can participate.

Director of Auxiliary Programs Karli Murray can be reached by email at kmurray@edsaugusta.com or voicemail at 706-733-1192 ext. 227.

XV. CARPOOL SYSTEM AND TRAFFIC PATTERN

TRAFFIC REGULATIONS ARE ESTABLISHED FOR YOUR CHILD'S SAFETY. STRICT ADHERENCE TO THESE REGULATIONS IS REQUIRED OF ALL DRIVERS. WE APPRECIATE YOUR COOPERATION IN FOLLOWING PROPER CARPOOL PROCEDURES.

A. TRAFFIC PATTERN: All school traffic will enter from Milledge Road through the Woodlawn parking lot, lining up along the tree line. Follow the traffic pattern as directed by the EDS staff. See carpool diagram.

Parents are asked not to get out of their cars during morning or afternoon carpool.

Morning Carpool System

Young-Threes - PK:

Starting at 7:45 a.m., Young-Threes, Three-Year-Olds, and Prekindergarten should be dropped off at the Village entrance. Parents should remain in their vehicles and an EDS faculty member will assist your child out of their car and escort each child into the classroom. After dropping your child off in the Village, please merge into the right lane to exit onto Walton Way.

K-8th grade:

- Remain in a single line in the left lane.
- Staff members will assign each driver a cone between numbers 1 and 8.
- Pull up to the cone marked with your assigned number.
- Unload children from the driver's side/left side of the car into the safety area. Those exiting the passenger side of the vehicle should walk **in front** of the car to the safety area.
- It is the parent's responsibility to ensure their passengers and those from the vehicles ahead have entered the safety area prior to moving forward.

Parents are discouraged from parking or dropping students off in the Reid Presbyterian parking lot or on Johns Road.

If you need to park, please use the parking spaces facing the church lawn if available. If you must park in the front lot, please maintain your assigned place in the carpool line, and then pull through to park.

Afternoon Carpool System**Young Threes-PK 12:30 p.m. Dismissal:**

- Pick up Threes students at the village, and prekindergarten students in the front of the school.
- If you have a Threes and PK student, please pick up the 3's student first and proceed to the front of the school to pick up your PK student.
- Display the number on your *dash* as soon as you enter the carpool line.
- Threes and PK drivers enter from Milledge Road (please do NOT use the Good Shepherd entrance on Walton Way).
- For PK, split at the Good Shepherd porte cochere and form a line that will begin at the crosswalk by the front office. At 12:30 p.m., cars will be directed through the front of the office porte cochere
- Do not get out of your car - a teacher will assist the children into the car.
- Proceed *beyond* the loading area to buckle in your child.

K-8th Grade 3:00 p.m. Dismissal:

- Please enter through Woodlawn from Milledge Road. Display the number on your dash as soon as you enter the carpool line.
- Afternoon carpool line will run through the middle lane of the parking lot between the church and school.
- As the carpool scout approaches your car, please make sure that your pick-up number is visible to the scout and roll down your window to hear your assigned cone number.
- When directed, pull up to the cone marked with your assigned number.
- When cars are loaded, exit as directed by the faculty on duty.
- The same procedure will be used until all students are picked up.

Please note:

- If a student is not at carpool, the driver will be asked to park in the recall area by the COGS lawn. Please do not leave your car unattended in the carpool line.
- Do not park in the fire lane in front of the school at any time.
- Do not pull into the parking lot before 2:45 p.m. This will allow vendors, visitors, and teachers to come and go in the afternoon.

- If you need to buckle your child into their car seat or booster seat, we ask that you pull away from your cone and continue until you reach the front of the parking lot, pulling over to the right before you stop, which will allow other cars to exit as you get your child secured.
- **Do not drop off or pick up students on Walton Way.**
- **Parents are discouraged from parking in the Reid Presbyterian parking lot.**

B. WALKERS AND BIKE RIDERS: All students who walk or bike must have a Walk/Bike Permission Form on file in the front office. This electronic form is available on the EDS website and will be kept on file for the school year.

Students walking or biking home should report to the Appleby Library gate in the EDS parking lot when dismissal is announced. The students will be dismissed by the duty teacher only if this signed permission form is on file in the front office.

Without a signed form on file, verbal permission via phone must be given by the parent in order for the student to be permitted to walk/bike home. Please note our policy in the handbook about bicycle helmets. We require a child to wear a bicycle helmet coming and going from school while operating a bicycle or scooter.

C. RAINY DAY CARPOOL PROCEDURES: All parents should remain in their cars and follow normal carpool procedures.