Our Mission and Ministry

As a ministry of the Episcopal Diocese of Louisiana, Episcopal School of Baton Rouge nurtures and develops the whole child spiritually, intellectually, morally, physically, and artistically — through challenging academic and co-curricular programs which prepare our graduates for college and for purposeful lives.
# TABLE OF CONTENTS

About this Handbook.................................................................................................................. 4  
The School.................................................................................................................................... 5  
Sources of Support for the School's Operations........................................................................... 8  
Governance, Administration, Parent Support ............................................................................. 9  
Admissions, Re-enrollment, Tuition Assistance, and Scholarships............................................... 10  
The School's Facilities ................................................................................................................ 13  
Health and Safety...................................................................................................................... 16  
Student Support Services ......................................................................................................... 19  
Learning Support Services ....................................................................................................... 21  
The School Year ....................................................................................................................... 22  
The School Calendar ................................................................................................................ 23  
Transportation.......................................................................................................................... 24  
Attendance.................................................................................................................................... 28  
The Episcopal Honor Code and Honor Council ......................................................................... 31  
Episcopal's Behavior Policy ....................................................................................................... 34  
Extended Care Program ........................................................................................................... 44  
Athletics at Episcopal ................................................................................................................ 46  
Episcopal's Athletic Code of Conduct ....................................................................................... 50  
Information Specific to the Upper School (Grades 9-12)........................................................... 52  
  [Includes: Graduation Requirements, Academic Program, and Grading Information, Student Leadership, Service Learning, Student Life, Discipline System, etc.]  
Information Specific to the Middle School (Grades 6-8) ............................................................ 76  
Middle School Discipline ......................................................................................................... 82  
Information Specific to the Lower School (Grades PK3-5).......................................................... 85  
Lower School Discipline .......................................................................................................... 87  
Appendix 1: Board of Trustees ................................................................................................ 92  
Appendix 2: Head of School, Administrative Council, Staff .................................................... 93  
Appendix 3: Faculty ................................................................................................................... 95
Appendix 4: The Parents’ Guild ......................................................................................................................... 98
Appendix 5: The Squires Club ........................................................................................................................ 99
Appendix 6: Annual Fund .................................................................................................................................. 100
Appendix 7: Student Body Leadership ............................................................................................................ 102
Appendix 8: A Resolution of the Episcopal Board of Trustees – Respect for Our Human Dignity .......... 103
Appendix 9: A Resolution of the Episcopal Board of Trustees – Regarding Sexuality Education at Episcopal .......... 104
Appendix 10: Episcopal Board of Trustees Policy Regarding AIDS/HIV and Other Infectious Illnesses .......... 105
Appendix 11: School Policy on Threats, Intimidation or Harassment ............................................................... 107
Appendix 12: School Policy on Parental Disruption .......................................................................................... 108
Appendix 13: Episcopal Student Responsible Use Policy .................................................................................. 109
Appendix 14: Protocol for Threats/Intimidation/Harassment ......................................................................... 112
Appendix 15: National Testing Dates ............................................................................................................... 116
Appendix 16: School Uniform & Grooming ...................................................................................................... 118
Appendix 17: Athletic/Activity/T-Shirt/Sweatshirt Approval Form ................................................................. 125
Appendix 18: Student Sexual Assault and Sexual Misconduct Policy and Procedures .................................. 126
Appendix 19: Episcopal School’s Aged Accounts Receivable Policy ............................................................... 132
Dear Parents and Students,

Welcome to Episcopal School of Baton Rouge. Whether a new or returning student, I encourage you to read the contents of this Student Handbook.

At the heart of our school are shared values and nurtured relationships, not technical rules and regulations. But, like every thoughtful community, we rely on certain fundamental expectations to maintain a productive, safe, and joy-filled learning environment. This Student Handbook outlines the basic expectations we undertake together.

The rules, policies, and procedures set forth in the student handbook are intended to apply under normal circumstances. Please understand that no set of rules or guidelines can cover every conceivable situation that might arise at a school. From time to time, there may be situations that require immediate or nonstandard responses. The handbook does not limit the authority of Episcopal to deviate from the rules and procedures set forth in the handbook, or to deal with individual circumstances as they arise in the manner deemed most appropriate by the school taking into consideration the best interests of the school, its students, faculty, employees, or overall school community. The policies may also be revised or updated periodically, even during the school year as deemed necessary by the school. You will be advised of any changes as they are made either electronically (email) or by mail. Any student, parent, or guardian with a question about any handbook policy or statement should feel free to speak with a Division Head, Dean of Students, or Head of School.

I look forward to our shared journey through the coming school year!

Hugh M. McIntosh
Head of School
Episcopal has grown substantially since it was founded in 1965. Beginning with fewer than 25 seventh grade students, the School now has an enrollment exceeding 900 students in pre-kindergarten through twelfth grade. First housed at St. James Church in downtown Baton Rouge, Episcopal now stands on approximately a 50-acre campus with twelve top quality buildings and extensive athletic facilities. Its academic excellence is recognized throughout the national higher education community (eighty to eighty-five percent of its graduates go to their first choice college), and Episcopal was honored in both 1986-87 and 1990-91 as a designated School of Excellence by the United States Department of Education.

The School’s considerable growth is no accident; clearly, there is a need in Baton Rouge for a school like Episcopal. There is a need for a strong faculty of high caliber, and there is a need for a diverse, capable, and motivated student body. There is a need for students to be given opportunities to develop their spiritual, intellectual, moral, and physical potential. Episcopal strives to provide these opportunities, and both faculty and students work together to maintain the excellence that has come to represent Episcopal.

**Our Mission and Ministry**

As a ministry of the Episcopal Diocese of Louisiana, Episcopal School of Baton Rouge nurtures and develops the whole child -- spiritually, intellectually, morally, physically, and artistically -- through challenging academic and co-curricular programs which prepare our graduates for college and for purposeful lives.

**School Prayer**

O Father of our Lord Jesus Christ, we pray you to grant that all students and teachers at Episcopal High School may know that which is worth knowing, love that which is worth loving, praise that which pleases you most, esteem that which is most noble, and dislike whatsoever is evil in your eyes. Enliven our conscience as you enlighten our understanding, lest, having tasted the fruits of knowledge, we perish through our own pride and disobedience.

We ask it for Jesus Christ’s sake. Amen.

**The Core Values**

The core values of the School are those things which are believed to be of abiding importance in the life of the School. These have been important in its history, in its current life, and should not change in the foreseeable future. The School endeavors to be a national example of excellence in an Episcopal educational community.

As an Episcopal institution inspired by the life and ministry of Jesus Christ, the School cherishes spiritual growth centered on the Holy Eucharist. While celebrating a religious environment in which many faith traditions exist, the School’s daily life of prayer and its sacred observances provide a foundation for the growth of each spiritually maturing person.

In its aspiration to educational excellence, Episcopal understands the importance of a premier faculty that is committed to the development of the whole child and dedicated to helping all our students meet the challenge of high standards in academics, the arts, and athletics. Enthusiastic, nurturing teachers are passionate about being, themselves, a community of learners.

The strong sense of community that marks Episcopal is reflected in the cooperative effort of teachers,
staff, students, parents, alumni, and friends working together to create an environment that supports the development of children. It also reaches beyond itself to the larger civic life of our city, the nation, and the world.

**Understandings of Graduates**

An Episcopal education strives to develop individuals who:

1. Practice the Gospel values of loving God and loving others as they love themselves.
2. Think and communicate with clarity and precision.
3. Exhibit curiosity, discernment, and reflection as life-long learners.
4. Achieve balanced lives based on spiritual, emotional and physical health.
5. See opportunities to lead and serve through civic participation and community outreach.
6. Make ethical decisions, act with integrity, and accept responsibility for their actions.
7. Demonstrate self-confidence and discipline in applying their unique gifts and talents.
8. Collaborate to accomplish goals, solve problems, and solve conflict.
9. Recognize global interdependence by working for justice, promoting peace, and protecting God’s creation.
10. Manifest the living presence of God in their lives.

**The Episcopal Honor Code**

At the heart of life at Episcopal is the Episcopal Code that is signed by all Administrators, Faculty, and students, and is included as a part of the school enrollment contract. Each signature represents a personal commitment to live by and to uphold this code. The code is crucial for the maintenance of a healthy and trusting community at the school. All three divisions support the understanding of and adherence to the code in appropriate ways.

- I shall be honest in all matters regarding the life of the School. My word may always be trusted, and I will always strive to be fair.
- I will always respect others.
- I will not undermine our life together.
- I will not steal or deface that which belongs to another.
- I will ensure that my actions do not infringe upon the rights of others, particularly the right that others have to learn.
- I will do all I can to defend and uphold this Code and will always be ready to explain to others, especially those new to the School, that its existence is at the heart of the quality of our life together.

**The School's Seal**

The School's mascot is the Knight. This is represented in the School Seal by a helmet and shield, both of which are familiar heraldic symbols. Within the shield are the Cross, Pelican, and Bishop's Staff, which are taken from the Shield of the Episcopal Diocese of Louisiana.

The Lamp of Knowledge and the School's motto, "Via, Veritas, Vita,” the Way, the Truth and the Life, suggest that the purpose of the School is to provide an environment where the Christian idea can flourish, not in its parts separately, but as a whole in which learning and living are given meaning and direction through faith in God’s purpose for man.
Accreditation and Affiliations
Episcopal is approved by the Louisiana Department of Education and accredited by SAIS-AdvancED/SACS (Southern Association of Independent Schools/Southern Association of Colleges and Schools) and SAES (Southwestern Association of Episcopal Schools). Among the associations to which the School belongs are the following:

1. National Association of Independent Schools
2. National Association of Episcopal Schools
3. National Association for the Education of Young Children
4. National Association for College Admission Counseling
5. Southern Association of Independent Schools
6. Southern Association of Colleges and Schools
7. Council for Advancement and Support of Education
8. Southwestern Association of Episcopal Schools
9. Louisiana High School Athletic Association
10. Educational Records Bureau
11. Southern Association for College Admission Counseling
12. School Scholarship Service
13. Association for Supervision and Curriculum Development
Episcopal School was incorporated in the State of Louisiana in April 1964, as a non-profit educational institution. The School receives no financial support from the Diocese of Louisiana nor is it subsidized by any of the local Episcopal churches. The School has three primary sources of income: tuition, the Annual Fund, and capital donations.

**Tuition Income**
Tuition income provides approximately 93% of the School's yearly operating funds. Because tuition income is so essential to the School's financial stability, the School contract binds a parent to pay fees promptly when due. The financial obligation to the School is for a full academic year. The parent is therefore responsible for the remainder of the fees even if it is necessary for a child to withdraw during an academic year.

The enrollment contract gives the option of paying in full or on a semi-annual, quarterly, or monthly basis. Once selected, it is important that the plan be adhered to.

**The Annual Fund**
A percentage of the School's operating income is derived from the Annual Fund and income from endowments. The Annual Fund is coordinated by the advancement office and is led by parent, past parent, grandparent, and alumni volunteers and faculty/staff. Participation is vital for maintaining Episcopal's standard of excellence.

**Capital and Endowment Funding**
Episcopal’s current endowment and funding for a majority of its physical facilities have been provided through tax-deductible donations from parents and friends. Income from the School’s endowment is used to offset operating expenses not covered by tuition and the Annual Fund. In order to meet the need for specialized spaces, an exceptional faculty, and strong school programs, the School raises funds for endowment and capital improvements. The School is happy to receive gifts for these purposes, which may be in the form of cash, securities, appreciated assets, life insurance, or real estate.
GOVERNANCE, ADMINISTRATION, PARENT SUPPORT

The School is governed by a Board of Trustees elected at the annual convention of the Episcopal Diocese of Louisiana. By Canon at least two-thirds of its members are Episcopalian. The Board sets policy for the School, monitors adherence to its mission, ensures its financial stability, and sets future goals. It does not administer the school on a daily basis, a responsibility delegated to the Head of School. Academic policies, discipline, personnel issues, etc. are managed by the Head of School, Division Heads, and other administrators and faculty.

The Disciplinary Committee members are employees of the school and serve anonymously.

The Parents’ Guild is an all-volunteer organization that exists to provide a means of communication between the School and parents, to provide opportunities for family education, to make a positive impact on the social life of the School, and to provide a means for parents to assist the School in various services, activities and projects.

Some services provided by the Parents’ Guild are the used uniform sale, new student/parent socials, lunchroom servers, library assistants, parent education speakers, grade-level parent meetings, and graduation reception. Some of the diverse activities and projects are parents’ night receptions, faculty appreciation luncheon, teacher appreciation events, faculty birthday cards, Upper School after game dances, after prom breakfast, graduation night activities, and Lower School holiday parties.

All parents of current Episcopal students are members of the Parents’ Guild. All parents are invited to participate in Guild activities. Parents who wish to help with any activity/committee should contact the chairman. Some committees need many volunteers and some do not. A Board and its Executive Committee administer the Guild. The Parents’ Guild Board is composed of parents who serve as grade representatives for each grade level. Grade Representatives report to a Division Coordinator for Upper, Middle, and Lower Schools, who in turn report to the Guild President. The Executive Board is composed of a President, Vice-President, Past President, Secretary, Treasurer, PR/Publications Chairman, and Division Coordinators from Upper School, Middle School, and Lower School. The Board may form subcommittees, as it deems appropriate. The purpose of the Parents’ Guild is communication with and support of the School. The Guild has no authority regarding the operation of the School. The Guild board meets as required. The Executive Board meets monthly during the School year with the Head of School.

The Squires is an organization that promotes the development of a comprehensive program of athletics at Episcopal. Parents and friends of all Episcopal students are eligible to purchase membership. Seasonal athletic recognition ceremonies are Squires’ projects. The Squires raise additional funds to be used for the encouragement, promotion, and development of a comprehensive program of athletics. The Squires have no authority regarding the operation of the School. Sources of revenue for the Squires are primarily membership fees. Membership meetings are held annually. An elected board meets regularly during the School year.

Leaders and donors strive to underwrite enhancements to our academic programming that prepare Episcopal students for their futures. Project emphasis may change each annual cycle, however, each effort will deepen Episcopal’s distinctiveness.
Admissions Policy
The Episcopal Admission Committee seeks to enroll highly-motivated children who will best benefit from our academic and extracurricular programs. The admission process is designed to assess readiness and predict success of applicants while providing families and students an opportunity to explore the mission and goals of the school.

Episcopal School of Baton Rouge admits students without regard to race, color, religion, gender, national and ethnic origin, or disability. It does not discriminate on the basis of race, color, sexual orientation, gender identity, national, or ethnic origin in administration of its educational policies, admissions policies, scholarship and tuition assistance programs, and athletic and other school-administered programs. Priority admission consideration may be granted to Episcopalians and/or children of Episcopalians, as authorized by applicable law.

When there are more qualified candidates than openings available, the school establishes an unranked waiting pool. If any openings occur, the Admissions Committee decides which candidate(s) to offer a position based on the overall profile of the class and the match between the needs and qualifications of the student with the needs of the school.

Re-enrollment
Re-enrollment at Episcopal represents not only a commitment by the individual student, but also, by the student’s family to support the School’s mission and ministry. Students who demonstrate ability, preparation, industry, acceptable conduct, and maturity consistent with the standards and purposes of the School will be invited on an annual basis to continue their enrollment at Episcopal. Satisfactory conduct and academic standing are prerequisites for successful completion of the School’s college preparatory curriculum. Families are expected to uphold the School’s rules and regulations and to support the School’s abilities to meet its educational objectives and Episcopal mission.

Re-enrollment occurs annually in February. Families are provided a two-week timeframe for completing the enrollment process. Once the re-enrollment deadline passes for current families, offers are extended to new applicants completing the admission process. As a result, timely completion of re-enrollment is necessary to secure your child’s place for future years. See Appendix 19 for Episcopal School’s Aged Accounts Receivable Policy.

A Community of Families and School
All of us, teachers, students, staff, and parents are members of the Episcopal School Community. Each member of the community has agreed, voluntarily, to be here and to accept the respective rights and the responsibilities, stated in the handbook. Parents/guardians are encouraged to maintain regular communication with teachers and administrators. However, all communication must be conducted in a respectful manner that does not disrupt the educational process. Failure to do so may result in the campus privileges of parents/guardians to be revoked or other sanctions to ensure the school’s educational community stays on task. A positive working relationship between the parent/guardian and
the school is crucial to the Episcopal mission and will be taken into account in all enrollment and reenrollment decisions.

A child’s educational growth works best when each community member fulfills its respective responsibilities. There are no “customers” in the classic retail sense of that word.

**Community Principles for Parents**

To be and remain a member of our school community is to accept and abide by the following:

1. See, in selecting an independent school, an optimal match between the needs of the child, their own expectations, and the philosophy and programs of a school.
2. Recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be achieved.
3. Respect the school’s responsibility to do what is best for the entire community, while recognizing the needs of their individual student.
4. Familiarize with and support the school’s policies and procedures.
5. Provide a home environment that supports the development of positive learning attitudes and habits that are consistent with those of the school.
6. Involve themselves in the life of the school, through volunteerism and other means, to promote the best interests of their student.
7. Share with the school any religious, cultural, medical, or personal information that the school may need to best serve their child and the school community.
8. Seek to resolve problems and secure information through appropriate channels (i.e. teacher/advisor, Division Head, Head of School - in that order.)
9. Treat everyone with respect and maintain an educational, rather than adversarial tone, in the face of the inevitable conflicts and challenges.
10. Utilize the support of the Parents’ Guild when appropriate.
11. Acknowledge that payment of tuition is not an investment of ownership in the school, with related controls, but rather an investment in the education of their child. The enrollment of a student is, at its core, a joining of an educational community with values reflected in standards. The School reserves the right not to re-enroll or continue enrollment for students if the actions of a parent (or guardian) interfere with the positive and constructive school community environment or the accomplishment of its educational purposes.

**Tuition Assistance**

Episcopal has an established tuition assistance program for families who would otherwise be financially unable to consider Episcopal as an option for their children. The school’s Director of Tuition Assistance is available to counsel privately with interested families regarding tuition assistance. A family’s interest in tuition assistance and any award granted will be considered strictly confidential.

Need-based awards are made to families whose ability to pay school costs are limited as well as those who may need only a minor subsidy to meet the tuition requirements. Tuition assistance is available for students in Kindergarten through 12th Grade. Tuition assistance awards are made only after a student has been granted admission to Episcopal. Awards are made as a reduction to tuition only; parents are
therefore responsible for all other fees including, but not limited to, enrollment, lunch, books, technology, extra-curricular activities, and transportation.

Information regarding the application process for tuition assistance can be found on our website.

**Merit Scholarship Program**
At Episcopal, not only do we value the accomplishments and contributions of bright and motivated students, but we also provide opportunities for those students to reach their full potential in scholarship and leadership. Our commitment to excellence in these areas is reinforced by our efforts to honor these students in a variety of ways. As a part of these efforts, Episcopal awards several full-tuition and partial-tuition scholarships annually to qualified applicants and existing Episcopal students. Scholarships are awarded based on the criteria established by the donor(s) funding each merit scholarship award. Both current Episcopal students and new applicants are automatically considered for partial-tuition scholarships. For information on scholarships, please visit our website.
THE SCHOOL’S FACILITIES

Episcopal is situated on a 50-acre campus in a residential area of south Baton Rouge. A. Hayes Town designed the original school buildings. Charles E. Schwing and Iveson B. Noland III designed the more recent additions to the school. The buildings are fine examples of Louisiana provincial architecture.

**Perkins Hall**
Perkins Hall, which was completed in 1967 and remodeled after severe fire damage in 1991, is named in memory of Paul D. Perkins. Perkins Hall houses the Head of School's Office, the Business Office, Upper School administrative offices, and student and faculty lounges, on the ground floor. The second floor has Upper School English and Social Studies classrooms.

**Penniman Hall**
Penniman Hall, completed in 1970, is named in memory of Mary Virginia Crain Penniman. Penniman Hall is the home of the School’s World Language program and a religion classroom.

**Lower School and Frazer Hall**
The Lower School building was completed in 1987. The facility is built around an open courtyard. Eleven classrooms for grades one, two, three, and four are in the east wing. Classrooms for grade five are located in the Middle School building. The Lower School administrative offices and teacher work area/lounge are on the north corridor. The Mary Furlow Pollard Library and Maker Space are in the west wing with the Greer Center. Pre-kindergarten and Lower School music classrooms are also housed off Greer. Frazer Hall, a five classroom Pre-Kindergarten and Kindergarten building, was dedicated in 1996 by Bishop James Brown. Both of these buildings are locked facilities during the school day. Access is enabled through call boxes at the north and east entrances to the Lower School building.

**Middle School**
Being appropriately placed in the center of the School’s campus, the Middle School building houses all middle school classes and some lower school grades. The fifth grade is administered by the Lower School. The administrative offices for grades six through eight are in the Middle School building. The building contains four science labs, fourteen classrooms, and a computer lab. It was dedicated in April of 1998 by Bishop Charles Jenkins.

**Foster Hall**
Foster Hall, completed in 1985, is named in memory of Willie Palfrey Foster. Foster Hall is a 16,000 square foot science building used by grades 9-12 for mathematics and the sciences. There are six classrooms, five fully equipped science laboratories with lecture areas, and a C-STEAM studio.

**Ella Lanier Aldrich Memorial Library**
Originally built and dedicated in 1972, the Ella Lanier Aldrich Library was the gift of Mrs. Ella V. Aldrich Schwing in memory of her mother, Ella Lanier Aldrich. Funds raised through the Campaign for Episcopal made possible the renovation of the Aldrich Library. During the summer of 1999, the previously one-story library was transformed into the Campus Information Center with the addition of a second floor mezzanine and a third floor clerestory.

Cutting-edge technological resources and traditional print resources are blended together to provide students, faculty, and staff the means for exploring a universe of information.
The vision for the Aldrich Library/Information Center is adopted from the vision of a school library by The Reverend Dr. D. Stuart Dunnan, Head of School, St. James School, St. James, Maryland. The Aldrich Library/Information Center is:

1. A place for study where students, individually and in small groups, can engage in academic work.
2. A place for research where students can use resources on the shelves and through computers to answer their questions and complete their assignments.
3. A place for literary relaxation and recreation where students can browse through open shelves and read quietly in corners, pursuing their own interests, developing their own dreams, and indulging their own fantasies.
4. A place for faculty as well as students where teachers can prepare in their subject areas and pursue their own research and interests.
5. A place for learning which proclaims by its presence and by its quality the priorities of the institution it serves.
6. A place of permanence for the School community which provides resources and makes a statement beyond any one teacher or any one discipline or even beyond the present generation of students to those who came before and those who will come after about the value the institution places on learning.

Mary Furlow Pollard Library
The Mary Furlow Pollard Library is a fully computerized satellite library located in the Lower School. The library, completed in 1987, is named in memory of Mary Furlow Pollard. All books, magazines, and reference material are catalogued through the Aldrich Memorial Library. The material in the Pollard Library is focused primarily toward the Lower School students. A master card catalog in the Aldrich Library allows students full access to information in both libraries.

Chapel of the Good Shepherd
The Chapel of the Good Shepherd is a large Gothic Chapel completed in 1974 as a memorial to the A.C. Lewis family. The stained glass windows are memorial and class gifts. The Chapel of the Good Shepherd was renovated during the 2016 – 2017 school-year and re-dedicated on August 13, 2017.

Chapel worship is an integral part of the School program and is designed to give students and faculty the opportunity to hear the Word of God and to experience the power and joy of worship and prayer. Eucharist is celebrated on the first Friday of each month. Students attend Chapel according to the following schedule:

- Pre-K-5 (morning meeting in the Greer Center Monday- Thursday, formal chapel each Friday)
- Grades 6-8 (every Monday & Thursday)
- Grades 9-12 (every Wednesday, Friday)

An attitude of reverence is expected in Chapel. Students may not bring their books, cell phones, food, or drinks into the Chapel.

Greer Center
The Greer Center, completed in 1987, was named for Julius Greer. The Greer Center is a common area in the west wing of the Lower School building.
Webster Refectory
The Webster Refectory was completed in 1967 as the School cafeteria/auditorium. In 1986 the building was remodeled and named for the School's founding Head of School, The Rev. Ralph K. Webster. It was again rejuvenated in 2012.

Athletic Facilities
1. **Main Gym**—was completed in 1970, and remodeled in 1992, is designed for two volleyball courts, two small basketball courts, or one large basketball court with automatic bleachers. In this building there are three offices, three locker rooms, a training room, a weight room, a concession stand, a band room, and four attached classrooms.

2. **The Annsee Laura Phillips Gymnasium**—was originally built in 1980. It can accommodate two volleyball courts or a basketball court. There are two locker rooms and a mezzanine above. The gym was significantly renovated in the late 1990's and was named for a member of the Class of 2000 who died in a tragic accident before the start of her senior year.

3. **Outdoor Sports Complex**—includes a football stadium, an eight lane resilite track, a soccer field, a baseball and softball complex, two practice fields, multipurpose sports pad, a swimming pool, and two concession stands.

4. **The Coach Dupe Trail**—a ¾ mile wood-chip running and walking trail through the woods and campus was completed and dedicated in honor of Coach Claney Duplechin, Jr. in 2013.

Infirmary
A centralized first-aid facility is located in the south wing of the Aldrich Library building. First-aid is available from 7:45 a.m. to 4:00 p.m. on a regular basis to assist students who become ill, suffer injuries, or need prescribed medications. Such medications must be kept in the Infirmary with directions for administration from the student's doctor. Special health needs of students should be brought to the first-aid attendant's attention by calling the Infirmary. For additional information see “Infirmary” in the Health and Safety section of this Guide.

Alumni House
The Alumni House serves as a greeting place for the campus. Within this building are Episcopal’s Admissions Offices, Alumni Office, Advancement Offices, a parlor, and a dining room. The building was completed in the fall of 2000 and creates a third side to the front quadrangle of the School as was originally envisioned in A. Hays Town’s master plan for the campus.

Visual and Performing Arts Center
This 37,000 square-foot building was completed in the fall of 2001. It includes classrooms for band, choir, individual music lessons, dance studio, The Lamar Family Black-Box theatre, four art rooms, including one designated for pottery, and a 470-seat theater with stage, scene shop, make-up and dressing areas.
HEALTH AND SAFETY

Safety
Students should be alert to their own safety at all times and assume responsibilities for the safety of others as well. This is especially important in facilities occupied by a large number of people. More specifically, no pushing, running, or horseplay can be permitted in classroom buildings, along the open galleries, locker corridors, stairways, or the Refectory.

Emergency Closing of School
When bad weather is predicted, parents should check the Episcopal website and/or media announcements for school closures. Please do not call the School. If warranted Episcopal will activate its electronic phone system to notify families of school closures and community emergencies.

When radio and TV announcements indicate that East Baton Rouge Parish public schools will be closed because of severe weather conditions or other community emergencies, this should be interpreted to include Episcopal on the first day of the event. When these announcements refer only to specific schools in particular areas of the parish, however, we will be in session unless the broadcast media specify Episcopal.

Visitors on Campus
For the protection and security of the school community, strict regulations with regard to visitors on the school campus must be enforced. Faculty and Staff will be vigilant in directing campus visitors, without an identification tag, to the appropriate location to receive one. Visitors must register in the Alumni House, Head of School Assistant’s Office, or Division Offices. All visitors to campus, including parents, will be regarded as trespassers if they have not first registered in an office and received an identification tag. Authorization for friends and relatives to visit during the school day must be secured in advance from the appropriate division head.

School Photographs
Episcopal may take and use photographs and/or videotapes of students on campus, or off campus in school-related activities, for promotional purposes. Such photographs may be used in printed materials, in videos, or on the School website. If parents or students (18 years old or older) do not wish such materials to be used for this purpose, please contact the Head of School in writing by September 1 of each school year. Students who enroll during the School year are asked to respond in writing within two weeks of the date of enrollment.

Health Forms
The State of Louisiana requires that student health forms, including immunization, must be on file at Episcopal. Students are expected to remain up-to-date with immunizations, as required, over the course of the year. Health updates are required for all students and a physician’s report (physical) is required annually on all students. These are to be returned prior to the beginning of school every year for all students. Students with incomplete health records may be denied the opportunity to attend class. All medical excuses for student absences, as well as all statements from doctors about restrictions on activities or diets, must be referred to the Division Office. A return-to-school permit is required after illnesses caused by a communicable disease or lasting five (5) consecutive sick days. A written doctor’s release is required before an athlete may resume play after having been treated by a physician. Episcopal has an established electronic medical health record in place called Magnus. It is required that parents
update their children’s health information annually and as changes occur. Accurate, up-to-date health information and guardians’ and emergency contact information enables the nurse to accurately assess and treat your child while at school and communicate with you promptly.

**Infirmary**
Episcopal’s infirmary operates from 7:45 a.m. to 4 p.m. regularly. A full-time nurse is on campus and is qualified to administer prescription and over-the-counter (OTC) medications during school hours. During the school day, the nurse is available for medication dispensing, treating minor injuries, and administering general first aid. It is our school policy to contact parents in the event the student needs to be checked out of school for the remainder of the day. Should your child have special health needs, please contact the school nurse before the start of the school year.

**Prescription and Over the Counter Medications on Campus**
Episcopal’s infirmary stocks OTC medications and general first aid supplies. In order for the nurse to administer these OTC medications and certain prescription medications, sufficient medical information must be provided via Magnus and must include the student’s physician’s signature. Parents must include any medications their child may take in his/her Magnus chart.

*Even if prescription medications will not be administered while on campus, it is important to list what medications your child takes, as it could alter the treatment given while at school.*

Students **ARE NOT ALLOWED** to bring ANY medications to school on their person, including any OTC medications. This is a very important safety precaution as our campus includes students from Pre-K3 through 12th grades. Parents whose children will need medication administered during school hours must have an adult deliver the medication to the infirmary during regular hours.

*There are two medication forms in your child’s Magnus health chart, a prescription medication form and the OTC medication form. It is a Louisiana State Law that any medications given to students while on campus require a physician signature. Parents who do not wish for the school nurse to administer any medications can select “not applicable;” the nurse will contact parents in the event your child needs or requests medication. Parents whose children will need an OTC medication that the infirmary does not stock can add that medication to the bottom of the OTC medication form and bring the medication to the infirmary, where it will be labeled with the student’s name.*

**Common Infirmary Illnesses**
The following conditions are commonly managed in our infirmary, and we have provided Episcopal’s policy for those. While a comprehensive list of illnesses is not provided, Episcopal requests the partnership of our parents and guardians in doing their part to keep our community free of contagious illness by recognizing when their child is ill and keeping the student away from campus to receive sound medical treatment and to fully recover before returning.

- If a student is suspected to have lice he/she will be checked thoroughly by the nurse. If lice is confirmed, it is **MANDATORY** that the student be checked out from school to be treated.
  
  *Upon a positive confirmation, siblings attending Episcopal will also be checked. At her discretion, the nurse may check other students in the classroom as well.*

It is mandatory that the nurse examine the student with a parent present before returning to class.

An informative letter will be sent out by the division assistant to all parents in that specific grade informing them of a case of lice.
- If a student vomits on campus, they will be sent to the infirmary to be assessed by the nurse. In most cases, parents will be contacted by the school nurse to check the student out of school for the remainder of the day.

- If a student vomits on campus and also has an elevated temperature, it is mandatory that the student check out for the day. In this case the student should not come back to school until he/she is fever-free and has not vomited for 24 hours.

- If a student records an elevated temperature, the school nurse will assess the student and consult with his/her parent or guardian. The student may be asked to check out for the remainder of the school day.

- A student who is diagnosed with a contagious illness or condition must be cleared by an official doctor’s note to return to school.
STUDENT SUPPORT SERVICES

Episcopal School’s Counseling Services
Episcopal School has a comprehensive counseling program. With a counselor assigned to each division and one to oversee our Learning Support Services Program, we are able to support most students’ emotional, social, and intellectual needs during the school day. School counselors meet with students on an individual basis or in small group settings to support them with school, friendship, family, or mental health needs. Parents and teachers may refer students for counseling support, and students may request services themselves. Confidentiality is critical for counseling relationships so that students build trust as a basis for developing healthy coping strategies. School counselors also facilitate counseling lessons on a variety of developmentally relevant topics in the classroom, through our advisory program, and through grade level retreats.

Episcopal School Counseling Department Declaration of Practices and Procedures
Qualifications: Episcopal currently employs five licensed counselors:
Sara LeBlanc, LCSW – Lower School – 755-2722 leblancs@ehsbr.org
Alicia Kelly, LPC – Middle School - 755-2735 kellya@ehsbr.org
Jodi Manton LPC– Upper School -755-2709 mantoni@ehsbr.org
Robin Talamo, LCSW – Learning Support Services Coordinator – 755-2726 talamor@ehsbr.org

Counseling Relationship - the Counseling Staff’s primary responsibility is to the student. We strive to create a safe and trusting atmosphere. Our goal is to assist students in developing academic and social coping skills. When helpful, we partner with parents and teachers to support student goals. If we have a counseling relationship with a student who is engaged in mental health support (psychiatrists, psychologists, social workers) off campus, we ask that parents and students inform us of this relationship. A consent/release form may be signed to allow for collaboration.

Areas of Expertise -All school counselors are licensed and trained to work with children and adolescents on a range of developmental issues such as: social conflict resolution, bullying, anxiety, depression, study skills, goal setting, matters of sexual health, and stress management.

Counseling Services Offered – Our counseling practice derives from various theoretical modalities including cognitive-behavioral, solution focused, client centered, play therapy, and group therapy. Counseling is available for students currently enrolled at Episcopal School of Baton Rouge and is generally short-term and solution focused.

Code of Conduct -- We adhere to state law that has been adopted by the LPC and LCSW Licensing Boards to abide by the Code of Ethics for practice. A copy of this code is available upon request.

Privileged Communication/Confidentiality-- When working with children and adolescents and their families, only legal guardians or parents may communicate with the counselor regarding their minor child. School counselors do not need to obtain consent from a parent or guardian prior to talking to minors in a school setting, but they are responsible for gaining assent from the minor, building a partnership with parents and guardians, and maintaining confidentiality in a legal and ethical manner. Parents and students agree, as a condition of continued enrollment, to consent to the release of any of the student’s health related information as determined by the Head of School or his or her designee, to
Meet the medical or safety needs of the student and the community or the legal responsibilities of the school. Episcopal School will maintain appropriate administrative, technical, and physical safeguards to protect the security of all health-related information within its care or custody. While it is the obligation of Episcopal School to safeguard student medical information, we must also balance matters of privacy and confidentiality with safeguarding the interests and well-being of our students and our community. Thus, parents/guardians and students consent to allow employees and agents of Episcopal School, who have a need to know medical and/or psychological information necessary to serve the best interests of the student and/or the community, access to their student’s health related information, including student drug screen results. In the event of a disclosure required by law, every effort will be made to notify the student and/or parents/guardians in advance.

**Emergency Situations** – In an emergency situation after school hours, students and families may contact The Crisis Intervention Center at 225-924-3900, or a psychiatric hospital, go to their nearest emergency room, or contact local law enforcement officials if warranted.

**Potential Counseling Risk** – As part of in-school supportive counseling, issues sometimes arise that are beyond the scope of a school counselor’s role or area of expertise. In these instances, the school will work with parents and students to identify outside resources to support the student’s needs.

For questions or to seek counseling support, please contact your division counselor.

**Advisory Program**
The mission of the advisory program is to provide students with additional adult support, encouragement, understanding, and acceptance within a small-group setting. The advisory program establishes relationships of mutual trust and accessibility where ideas as well as emotions can be expressed, where questions and concerns can be addressed, and where the free exchange of knowledge and experience can be shared in order to nurture the development of the whole person. The advisor facilitates the efforts of the advisee to grow as a person, to be a positive member of the school community, to succeed in educational endeavors, and to take advantage of the opportunities offered by the school. In addition, Upper School students may meet with their advisors individually to discuss course selection, academic progress, college, and any other personal issues or concerns that the advisee or advisor may have.
Accommodations for Students in Need of Learning Support Services
A Learning Support Services program serves students in grades 3-12. While no program can guarantee the academic success of any student, we strive to assist each student’s unique learning style and needs, and help to develop the academic skills of our students. In order to be eligible for Learning Support Services, a formal diagnosis and educational assessment by a specialist (psychologist, psychiatrist, neurologist, speech/language professional) must be on file in the appropriate division office.
- The lifespan of a student’s formal educational assessment is recognized as three years and parents are responsible for updating it as advised by the School Counselor or Division Head.
- For Upper School, updating is recommended in the Spring of the ninth grade year to ensure that proper accommodations can be applied through venues for Advanced Placement and college admissions testing.

Expectations for Parents of Students Needing Learning Support Services
- Open, thorough communication of student’s learning needs and obstacles with appropriate school personnel each year.
- Regular monitoring of student’s homework requirements and progress through online access to teachers’ course pages and student’s grade reports.
- Timely communication of concerns to Division Head, Dean of Students, and/or School Counselors to prevent concerns from developing into major problems.
- Encouragement and expectations of a student to become increasingly more independent with school requirements as he/she is capable.
- Arrangement for tutoring or remediation services when recommended by school personnel or professional evaluators at a cost to the parent.

Services for Students with Diagnosed Attention Deficit Hyperactivity Disorder or Learning Differences
- Extended time testing when recommended by diagnostician and when requested in advance by student.
- Testing outside the regular classroom environment when recommended by a diagnostician and when requested in advance by student.
- “Notes buddy” assignment and availability of copying services on campus for students with language processing or organizational obstacles.
- Preferential seating in the classroom for cueing by teacher for distractible students.
- Support from Counseling Services.
- Conference availability for tutors and parents with student’s teachers.
- Waiver of world language requirement until Upper School in order to accommodate language therapy when need is documented by diagnostician.

Access to Contracted Tutoring Services
- Substitution of tutoring or language therapy for Lower School P.E., World Language, or Enrichment course
- On-campus tutoring during Middle School P.E. and/or Arts period once each week
- On-campus tutoring during Middle School recess daily
- On-campus tutoring daily during Upper School study hall or lunch period
- After-school, on-campus tutoring daily
School Year
The Episcopal school year functions on a semester calendar. The school year begins in August and the first semester is completed before the Christmas vacation. In order to accommodate family vacations, the School year allows for a full week of vacation at Thanksgiving, Mardi Gras, and Easter. Since the School enforces a strict attendance policy, parents are asked when making early vacation plans to check the School calendar in advance so that no conflicts will occur.

School Hours
The School offices are open from 7:30 a.m. to 4:00 p.m. Typically, the academic day begins at 7:50 a.m. and ends at 3:20 p.m. The Aldrich Library opens at 7:00 a.m. on regular schools days. Early childcare in the Lower School begins at 7:00 a.m.

After the academic day, students may remain on campus to use the library and to participate in the extended care programs, (see Extended Care Program information, pg. 44) inter-scholastic athletic programs, drama practices, or organized, supervised activities. Students in grades K-8 must be specifically signed into one of these activities.

Aldrich Library is open from 7:00 a.m. until 5:30 p.m. regularly. Extended Care is open until 6:00 p.m.
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>Tuesday, August 1, 2017 – Friday, August 4, 2017</td>
<td>On-Campus Planning and Department Workdays</td>
</tr>
<tr>
<td>Monday, August 7, 2017</td>
<td>In-Service (New Faculty and Staff)</td>
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<tr>
<td>Tuesday, August 8, 2017 – Wednesday, August 9, 2017</td>
<td>In-Service (Full Faculty and Staff)</td>
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<tr>
<td>Thursday, August 10, 2017</td>
<td>Student Orientation/Picture Day noon dismissal</td>
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<tr>
<td>Friday, August 11, 2017</td>
<td>1st Day of Class/Non-Cycle Day</td>
</tr>
<tr>
<td>Monday, September 4, 2017</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>Thursday, October 5, 2017 – Friday, October 6, 2017</td>
<td>Fall Holiday</td>
</tr>
<tr>
<td>Wednesday, October 11, 2017</td>
<td>LS &amp; MS Full Day Non-Cycle Instruction/US PSAT &amp; US noon dismissal</td>
</tr>
<tr>
<td>Friday, October 13, 2017</td>
<td>End of 1st Quarter</td>
</tr>
<tr>
<td>Wednesday, November 1, 2017</td>
<td>LS Parents’ Conference Day/No LS Students on Campus</td>
</tr>
<tr>
<td>Monday, November 20, 2017 – Friday, November 24, 2017</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>Tuesday, December 12, 2017 – Monday, December 18, 2017</td>
<td>Full Day Non-Cycle Instruction Days</td>
</tr>
</tbody>
</table>
| Tuesday, December 19, 2017 – Friday, December 22, 2017 | Tuesday, December 19 (US Exams) noon dismissal for all  
Wednesday, December 20 (US/MS Exams) noon dismissal for all  
Thursday, December 21 (US/MS Exams) noon dismissal for all  
Friday, December 22 (US/MS Exams) noon dismissal all/LS last day 10:00am dismissal for MS/US |
| Monday, December 25, 2017 – Friday, January 5, 2018 | Christmas Holidays                                                          |
| Monday, January 8, 2018                         | 2nd Semester – Classes Begin/Non-Cycle Day                                   |
| Monday, January 15, 2018                         | Martin Luther King Holiday                                                   |
| Monday, February 12, 2018 – Friday, February 16, 2018 | Mardi Gras Holidays                                                         |
| Friday, March 9, 2018                           | LS Parents’ Conference Day/MS & US Teacher In-Service  
No students on campus                             |
| Thursday, March 15, 2018                        | End of Third Quarter                                                        |
| Thursday, March 29, 2018                        | Lower School Grandparents’ Day noon dismissal for LS  
Lower School Faculty PD 10:30am dismissal for LS  
US & MS Full Day                                    |
| Friday, March 30, 2018 – Friday, April 6, 2018   | Easter Holidays                                                             |
| Monday, May 7, 2018 – Friday, May 18, 2018       | AP Exams                                                                    |
| Thursday, May 10, 2018                          | Last Day for Seniors                                                        |
| Friday, May 11, 2018 – Monday, May 14, 2018      | Senior Exams                                                                |
| Tuesday, May 15, 2018 – Monday, May 21, 2018     | Full Day Non-Cycle Instructional Days                                       |
| Wednesday, May 16, 2018                         | Senior Awards/Reception/Baccalaureate                                       |
| Saturday, May 19, 2018                          | Commencement                                                                |
| Monday, May 21, 2018                             | Upper School Awards                                                         |
| Tuesday, May 22, 2018 – Friday, May 25, 2018     | Tuesday, May 22 (US Exams) noon dismissal for all  
Wednesday, May 23 (US/MS Exams) noon dismissal for all  
Thursday, May 24 (US/MS Exams) noon dismissal for all  
Friday, May 25 (US/MS Exams) 10:00am dismissal for all |
Safety for all members of the Episcopal School family requires that each of us follow the arrival and departure procedures as described for each mode of transportation. Teachers are posted to assure safety and compliance with these procedures.

**Carpool**
- **Remain in Car** – All drivers are to remain in their car and should not park and walk to drop off or retrieve their children. Meeting children at their classroom, in the front or back parking lot, in the office, or other places on campus is not allowed.
- **Cell Phones** – Refrain from using any hand-held device while in the carpool lines as this creates a potential safety hazard for students, faculty, and staff.
- **Posted Traffic Signs**
  - Speed Limit in school zone is 20 mph; Speed Limit on campus is 10 mph
  - Left turn into Episcopal front parking lot from Woodland Ridge Blvd is prohibited from 7:00 a.m. – 8:00 a.m. and 3:00 p.m. – 4:00 p.m.

**Students in PK-3** – please see special drop-off and pick-up plans for our youngest students in the section of the Handbook titled “Information Specific to the Lower School.”

**Students in Grades PK-5**
- **Morning Carpool: 7:25 a.m. – 7:45 a.m.**
  1. Morning drop-off must occur in the carpool circle. The Chapel parking lot and the student parking lot are not drop-off points.
  2. Drop off/pick up students by driving as far forward as possible along the curb in front of the VPAC. Never drop off/pick up a student off the curb side nor go around another vehicle unless directed to by Episcopal staff.
  3. Only let children out of the car in the carpool circle.
  4. Unload students on the right side of the automobile along the sidewalk.
  5. Early Care begins at 7:00 a.m. Students who arrive between 7:00 and 7:25 a.m. must report to Early Care

- **Afternoon Carpool: 3:20 p.m. – 3:40 p.m.**
  1. Only parents with a school-issued Early Carpool tag can enter the carpool circle at 3:00 p.m. Early Carpool tags are distributed ONLY to families who have a child in PK or K with no siblings in other grades.
  2. Once Early Carpool vehicles have entered the circle, the remaining cars can follow.
  3. All drivers should remain in their cars and should not park and walk to retrieve their children.
  4. All drivers should display the school-issued placard with their children’s names on the passenger side of the dashboard. It should be clearly visible to duty personnel to promote quick and efficient loading.
  5. Students not picked up at end of carpool will be escorted to Extended Care. Parents will be charged for that day’s Extended Care.
**Students in Grades 6 – 12**

- **Morning Carpool: 7:25 a.m. – 7:45 a.m.**
  1. Students may be dropped off on the Episcopal side of Woodland Ridge Boulevard. The Chapel Parking lot and the student parking lot are not drop-off points.
  2. Drivers must use only the front yard between the school crosswalk in front of the Alumni House and the driveway in front of Chapelwood.
  3. In order to facilitate traffic flow, drivers must pull off of the Boulevard to let students out of the car. Do not stop in the middle of the road to drop off students.

- **Afternoon Carpool: 3:20 p.m. – 3:40 p.m.**
  1. Students in Grades 6-12 may be picked up on the Episcopal side of Woodland Ridge Boulevard. **Students will not be allowed to cross the median for pickup** -- it is not safe.
  2. Students in Grades 6-12 can assume responsibility for picking up Lower School siblings from the carpool circle area, with prior approval and a letter of permission on file in the Lower School Office. This is the preferred method for families with multi-divisional students.
  3. Students in Grades 6-8, with a sibling in the Lower School, can be picked up in the Lower School carpool line with their sibling. This, however, is not a preferred method.
  4. Drivers must pull off on the side of the Boulevard to help traffic flow. Do not stop in the middle of the road to pick up students.
  5. Drivers must avoid parking at the corner of Woodland Ridge and Chapelwood.
  6. Students not picked up at end of carpool will be escorted to Extended Care (6-8 grades) or Library (9-12 grade) and will not be allowed to remain on the front lawn.

**Student Drivers**

(Restricted to entrance on Chapelwood)

1. Speed limit on campus is 10 mph.
2. Stop at the stop sign at the entrance to the gym parking lot, and then turn right.
3. Follow the directional traffic arrows on the parking lot surface.
4. Park in your designated slot.
5. DO NOT unload passengers prior to parking.
6. Take with you all items that you will need during the school day. You may not return to your car during school hours without the consent of the Dean of Students.
7. Departing traffic will be controlled by a faculty member standing adjacent to the chapel parking lot to allow smooth traffic flow on Woodland Ridge Blvd. Follow the signals as given.

*Failure to follow these guidelines will result in forfeiture of student’s parking pass.

**Parking**

- **Visitors**
  Visitor parking areas are marked in the parking lots adjacent to Woodland Ridge, the Chapel, and the baseball field. All visitors are asked to park only in these slots. The faculty and staff occupy all numbered slots. Handicapped slots are available in the Woodland Ridge lot and the baseball lot.

- **Handicap Parking**
  Handicap Spots are reserved for vehicles with regulated handicap identification or persons with
temporary handicap passes. Temporary passes can be issued by the Director of Campus Safety and Security.

- **Faculty, Staff, and Students**
  Automobiles that are parked on campus on a regular basis must be registered with the Director of Campus Safety and Security.
    - Faculty and staff are assigned numbered slots in the parking lots adjacent to Woodland Ridge, the Chapel, the large gym, and the baseball field.
    - 11th and 12th Graders are assigned numbered slots in the parking area adjacent to the large gym and the baseball field.
    - Middle School, ninth grade and tenth grade students are not permitted to drive or park personal vehicles on campus.
    - Parking is permitted only in designated areas. Parking violations will be issued to automobiles parked in non-designated areas.
    - Student drivers remaining on campus for extracurricular activities immediately following school may not move their vehicles to other locations on campus. You must remain parked in your assigned space.
    - **Violations of any of the parking or driving regulations will be sufficient cause to terminate driving privileges temporarily or permanently.**

- **Walkers and Bicycle Riders**
  - Cross Woodland Ridge at the school driveway entrance where there is a crosswalk. Cross Chapelwood at the Woodland Ridge stop sign.
  - Bicycles must be parked in the designated bike racks behind the Lower School. Bicycles may not be ridden during the School day.

- **No Parking Areas**
  No parking is permitted on the grass, on the driveway and carpool circle adjacent to the Visual and Performing Arts Center, or in the parking spaces by the chapel adjacent to Perkins Hall at any time. These driveways are fire lanes.

**During school hours, there will be no student parking in the streets adjacent to the campus.**

- **BUS SERVICE**
  (Restricted to the Chapel parking lot)
    - Students will load and unload at the sidewalk by the Chapel.
    - Students are not to walk between or around the buses.
    - Students are to walk directly to their division area upon arrival.
    - After school, students are to walk directly to the Chapel sidewalk for prompt loading.

Bus service may be offered for students upon formal application to the Director of Operations. The School offers a variety of different services: pickup points and a late bus. In the morning, buses arrive at staggered times depending upon the schedule of the bus. In the afternoon, the buses leave 10 minutes after the dismissal bell at 3:20 p.m. Teachers supervise the Chapel parking lot before and after school.

Promptness of students at individual residences and pickup locations is essential. Students must be
waiting at the appointed time and place so that drivers are able to keep the buses on schedule. Drivers are not allowed to wait and also are not permitted to leave their buses. Bus breakdowns occasionally occur and will require everyone’s patience and assistance.

It is a matter of school policy not to permit students to ride any bus other than the one to which they are assigned. All changes in arrangements for students must be in writing from a parent or guardian to Division Heads and Director of Operations with authorization for students to ride home with others clearly stated. Buses are expected to maintain published schedules and are not permitted to make unauthorized stops or to alter routes on student request.

Problems related to bus service should be immediately directed to the attention of the Director of Operations.

The safety of other students cannot be jeopardized by the failure of students to respond quickly and courteously to correction by the bus drivers. Any misconduct on a bus will be reported to a student’s Division Head for appropriate discipline procedure. Continued misconduct will result in the denial of bus service.

**Bus Rules for Daily Routes and Field Trips**

1. Safety is the number one consideration.
2. Parents or another adult must be with their children at pickup points prior to bus arrival and departure.
3. Courteous behavior is expected on the bus as in the classroom. Following a report by the bus drivers, Division Heads or Dean of Students will handle the disciplinary problems.
4. Bus drivers may assign seats. Heads, hands, and feet must be inside the bus at all times and no standing is allowed while the bus is moving. Eating, drinking, distracting behaviors, profane language, or acts of violence will not be allowed.
5. Students must use seatbelts when they are provided.

**Misbehavior on the Bus**

All students must be on their best behavior while riding on the buses whether on their regular route, riding home with a friend, or when on a field trip. Students who ignore requests to behave from the bus driver or chaperone will receive a formal warning. On the second offense, the student may lose the privilege of riding the bus for a week or longer. We must insist on the cooperation of all bus riders in regard to safe operation of the buses. All school rules apply to bus riders.
In keeping with the Louisiana State Department of Education’s policy on absenteeism, Episcopal has a formal policy regarding school attendance. Attendance regulations exist for the purpose of creating and maintaining an orderly atmosphere in which true learning may take place. Because regular and timely class attendance is an integral part of the total learning process, Episcopal has established the following regulations. Students will attend all classes, chapel services, assemblies, class meetings, and relevant club meetings scheduled during school hours for their Division. It is expected that all students, PreK-12, will be on time for all school activities.

Excessive absenteeism may prevent a child from receiving credit for the work done in a given year or place a student’s enrollment in jeopardy. Unexcused absences for family trips or other circumstances should be discussed with the Division Head prior to the absence.

1. **Absence Limits:** A student will forfeit credit for a course if he/she accumulates more than seven *excused* or *unexcused* absences per semester course. Exempt absences include school sanctioned trips for educational or athletic purposes and absences due to an extended illness that creates a “homebound” situation. These “homebound” situations require verification by the treating physician in the form of a letter of explanation for school files.

2. **Excused Absence:** (Student allowed to make up work provided a proper note is furnished within two calendar days)
   - Illness of the student
   - Death in the family
   - Severe injury or illness in the family
   - Appointment with a Healthcare professional
   - Court appearance
   - Observance of religious holiday
   - College visits
   - Up to two parental absences per year requested by a parent in writing.

3. **Unexcused Absence:** (Student not allowed to make up work and will receive a disciplinary report). The following are unexcused absences:
   - Pleasure trips or family vacations beyond the two parental absences allowed
   - Most appointments for reasons other than medical
   - Truancy
   - Absences for athletic activities that are not sponsored by Episcopal. Unusual circumstances can be discussed in advance with the appropriate Division Head

4. **Make-up Work:** Tests and quizzes may be made up during the school day or after school according to arrangements made with the teacher(s).
   - An unexcused absence means the student will forfeit the right to make up work missed and receive a disciplinary report, except in the case of suspension—which is governed by special rules.
   - Students who have missed a test or quiz because of an excused absence are required to make up that test or quiz on the first appropriate date after returning to school.
   - If a student is absent for part of a school day, the student must make up all missed tests and quizzes before the end of that day.
• If a student is absent only one day, he or she is responsible for all work missed by the end of the first day back.
• If a student is absent for two or more days, the student should immediately work out, with his/her teachers, a make-up schedule for tests and quizzes. This is the student’s responsibility and not the teacher’s.
• Students who know in advance that they will have an excused absence should have their parent send an email, a signed note, or call the appropriate Division office ahead of time. Teachers may require work or tests to be completed in advance of the absence. Students should return to school prepared for testing and with all of their assignments completed. Middle and Upper School students must complete an “Anticipated Absence” form located in the Upper School or Middle School offices for any anticipated absence for personal reasons, college visits, field trips, and other absences excluding athletic team absences.

5. **Absences and Extracurricular Activity Participations:** A student that is absent for more than half of the instructional time on a given day is not permitted to represent the School in any after school activities on that day. Medical appointments are an exception. The Division Head must approve all other exceptions for absences.

6. **Early Dismissal by Written Request:** Appointments for students should be made after school hours whenever possible. **A student must sign out and sign in at the appropriate division office** when leaving or returning to school between 7:50 a.m. and 3:20 p.m. (2:25 p.m. for some 12th grade students). Parents should sign out and sign in for students in Lower School, and students should be picked up in the Lower School office. If it is truly necessary for a student to leave school before 3:20 p.m. for a medical or dental appointment, a request from the parent or guardian should be turned in to the Division Office at the start of the school day. Upon returning to school, the student must have an appointment verification form from the doctor for the absence to be excused. This verification may be turned in within two calendar days. Early departure for appointments other than medical will be considered an unexcused absence and may result in disciplinary action.

**Episcopal asks that parents refrain from checking a student out during the last period of the day.**

7. **Early Dismissal for Illness:** Students wishing to leave school due to illness must sign out in the appropriate division office **after receiving authorization from the School nurse.**

8. **Review of Special Cases:** Division Heads reserve the right to review special cases of absenteeism caused by unusual or extreme circumstances.

9. **Tardies:** Punctuality is an essential component to the daily schedule and an indication of respect for teachers and classmates. It is disruptive for students to arrive once class has begun. If a student is late for the beginning of school, he or she must check in with the Division Administrative Assistant. Teachers will not allow tardy students to enter a classroom without a proper admit slip. Students are allowed three unexcused tardies per semester. If this number is exceeded, disciplinary action will occur. If a student is tardy for more than 15 minutes after the school day has begun, it will be considered as cutting a class with an unexcused absence and will result in disciplinary action. Cutting Class is defined as a Class B behavioral offense. Please see page 43 for additional information.

Once the school day has started, students have ample time between periods to get to the next class in a timely manner. If a student is up to 10 minutes late, with any excuse, the teacher is to notify
the Division Office. If a student is more than 10 minutes late, he/she will be considered cutting class.

10. **Unauthorized Absences, Cutting Classes or Required Activities:** The school is responsible for students during the school day. Therefore, strict regulations are enforced concerning unauthorized absences and departures from the campus, and cutting classes or required activities while on campus. Unauthorized absences from campus will call for an automatic suspension from school. Any time a student is considered to have cut a class, the student will not be allowed to make up work and will suffer disciplinary action. Checking out of school without the school being notified by a parent is considered an unauthorized absence. Students that have a free study period must sign in or they will be considered as cutting a class.
The Episcopal Honor Code

The Episcopal Honor Code

At the heart of life at Episcopal is the Episcopal Code that is signed by all administrators, faculty and Upper School students and is included as a part of the school enrollment contract. Each signature represents a personal commitment to live by and to uphold this code. The code is crucial for the maintenance of a healthy and trusting community at the school. All three divisions support the understanding of and adherence to the code in age-appropriate ways.

The Pledge

As a member of the Episcopal community, I will show respect. I will not lie, cheat, or steal. I will uphold the Code.

The Episcopal Honor Code

- I shall be honest in all matters regarding the life of the School. My word may always be trusted, and I will always strive to be fair.
- I will always respect others.
- I will not undermine our life together.
- I will not steal or deface that which belongs to another.
- I will ensure that my actions do not infringe upon the rights of others, particularly the right that others have to learn.
- I will do all I can to defend and uphold this Code and will always be ready to explain to others, especially those new to the School, that its existence is at the heart of the quality of our life together.

The Honor Council

The Honor Council is an elected body of students responsible for supervising the maintenance of the Episcopal Code, which includes dealing with violations of the Code and educating the community about expectations of the Code. Members of the Honor Council will offer guidance and give access to the Episcopal Code to everyone in the community. A student who witnesses a violation of the Code may bring that information to a Council member, as well as to a teacher or administrator. The Honor Council consists of four elected seniors, three juniors, two sophomores, and one freshman, elected by their classmates. Each of these members serves for one school year. The duties of the Council and the actual procedures for dealing with a Code violation are explained below.

A candidate for any position on the Honor Council must be currently enrolled at Episcopal, be in good academic and disciplinary standing, be enrolled for the School year in which the term of office takes place, have met financial obligations with the Business Office, and have the approval of the Administration. Any student who has been on any kind of disciplinary probation in the Upper School cannot hold a position on the Council. No student is allowed to hold a position on the Honor Council during a period of academic probation.

Honor Council Procedures

1. Any member of the School community who observes a violation of the Code is expected to either discuss the incident with the person involved or report the incident to a member of the Honor Council, a teacher, or the appropriate Division Head or the Dean of Students.
While this is an expectation, failure to do so in itself does not constitute a punishable offense. No member of the School community should feel that he or she must discuss the incident with the person involved if they believe there would be an immediate threat to his or her safety.

2. If the situation warrants further action, the appropriate Division Head and the Dean of Students will determine if the action of the student is a violation of the Honor Code. Once the Division Head determines that a violation of the Honor Code has occurred, a formal meeting may be called of the Council.

3. Before the Council meets, the Council President or the appropriate Division Head or Dean of Students may meet with the person suspected of violating the Code to inform him/her that he/she needs to meet with the Council.

4. If the Council President is suspected of a Code violation, another member of the Council will assume the responsibilities of the President. If any member of the Council is found guilty of a code violation, including the violation of confidentiality, he/she will immediately remove him/herself from the Council.

5. If a meeting of the Council is necessary, it should be held as soon as possible.

6. Formal meetings of the Council must be at a time when classes are not meeting, in a location physically separated from the Division. Issues that though serious, are less weighty, may be addressed in a Council meeting at Activity Period. Both types of meetings are equally bound by a pledge of confidentiality.

7. At no time will there be a confrontation between the observer of a violation and the person in question.

8. When a student comes before the Council, he/she may invite his Advisor, or another faculty member, to the meeting to serve as moral and emotional support. Parents or other students’ representatives are prohibited from attending.

9. After the student leaves the meeting, the Council will discuss and vote on a recommendation of action, and submit the recommendations to appropriate Division Head or the Dean of Students.

10. The Division Head or the Dean of Students will notify the Council of the decision of action to be taken. The Division Head or the Dean of Students may confer with the Honor Council before making a final decision.

11. An abstract of the case will be generated no less than two weeks after the decision is made. The abstract will contain an outline of the events that led to the meeting of the Council and the final decision. No names will be included in the abstract. The President of the Honor Council may announce the content of the abstract to the appropriate Division.
**Expectation of Confidentiality**

1. Every effort should be made to maintain the confidentiality of a person reporting an Honor Code violation.

2. Every effort should be made to maintain the confidentiality of a person who is found to or have been reported to have violated the Code.

3. Everyone involved will keep confidential all information disclosed in a hearing of the Honor Council.

4. Despite these confidentiality obligations, the entire school may be informed about an Honor Code violation when, in the sole judgment of the Head of School, it is deemed appropriate to help further the educational or learning experience of the school community. This does not obviate the obligation of confidentiality for all other participants in the Honor Council process.

Although most situations involving violations of the Episcopal Honor Code will be heard through the Honor Council process, the Head of School, Division Head and/or Dean of Students has the sole discretion to choose to respond to the misconduct outside of the Honor Council. When deemed necessary by the Head of School or Dean of Students, the student may not be required to appear before the Honor Council, the case will be reviewed by the Dean of Students and/or the Head of School in consultation with such other administrators as the Dean or Head of School deems appropriate. Examples of situations where this might occur are sexual abuse or assault or situations when personal medical information may be involved in discussing the infraction. On these occasions, these administrators will review the facts of the case, as known, and any interviews with the appropriate students and faculty involved in the situation, and conduct such other inquiry and review as may be deemed necessary by them before making a decision about appropriate responsive or disciplinary action.
EPISCOPAL’S BEHAVIOR POLICY

Behavior Philosophy
In keeping with the mission of the School and with Episcopal’s Understandings of Graduates (see pages 5 and 6 of this guide), “an Episcopal educations strives to develop individuals who make ethical decisions, act with integrity, and accept responsibility for their actions.” As a school that serves students from pre-kindergarten through twelfth grade, we recognize that our discipline policies and strategies must be age-appropriate. A disciplined and safe community must exist, a community in which students are held accountable for the decisions they make and understand the effects those decisions have on themselves and others.

Head of School’s Authority on Campus and at School Events
The Head of School or his designee may also ban or remove any person from being present on school property or attending any school sponsored events.

Student Conduct
Student conduct must comply with the provisions of Episcopal’s Behavior Policy. Students are expected to conduct themselves both on and off campus in a manner consistent with the commitment to live by and uphold the Episcopal Code. It is expected that Episcopal students will be honest in all matters, respectful of others and their rights, and trustworthy and cooperative members of the Episcopal community.

Inappropriate, disruptive, or destructive behavior that negatively affects the student and/or the community will not be tolerated and may result in separation from the community temporarily through suspension or permanently through dismissal from Episcopal. At the discretion of the Head of School, a student may be expelled, placed on an Administrative leave, (see page 73 for additional information), or asked to withdraw from Episcopal.

Violations of civil or criminal law, or any conduct which reflects negatively on the reputation of Episcopal or is detrimental to the well-being of the student or the student body, may also result in disciplinary action, up to and including suspension or dismissal.

Students should be aware that certain activities even outside of school hours or off school property may result in loss of school privileges and other disciplinary action up to and including suspension or expulsion. Students may be subject to discipline for misconduct which is, or may be, disruptive of the educational process, interferes with the work of the school, is contrary to the mission of the school, impinges on the rights of other students, employees, or members of the school community, or has a direct or immediate effect on the discipline or general welfare of the school, even if such conduct takes place off campus, online, digitally, during non-school hours or on breaks from school. Such conduct will be evaluated at the sole discretion of the school Administration, and the school reserves the right to deviate from the regular disciplinary process as may be deemed necessary under the circumstances. Some examples of such outside conduct which may have disciplinary ramifications at school include any violation of law; underage purchase, use or possession of alcohol or a controlled substance; or cyberbullying or other use or misuse of computers or computer websites (personal, at home, or at school), which do, or could, impact the welfare of any member of the school community or the reputation or functioning of the school.
Episcopal Code Violations

1. **Dishonesty/Cheating:** Cheating is defined as using dishonest methods to gain or provide an advantage, including using any deceptive means of gaining information for use on homework, papers, projects, quizzes, tests, or any other types of assignments not listed here. Students should consider all work individual work, unless specified differently by a teacher. Any lying or use of deception of any kind in communication with a person of authority is also considered unacceptable behavior.

   a. Plagiarism also falls under this category. Using ideas and words, which are not your own, without clearly crediting the source is a violation. Some examples of avoiding plagiarism are:

      When the student gives credit when using:

      1. Another person’s idea, opinion, or theory
      2. Drawings, facts, graphs, statistics, or any variation of such that are not “common knowledge”
      3. Quotations of another person’s actual or paraphrased (spoken or written) words

      See Appendix 13, Episcopal Student Responsible Use Policy

2. **Lying**
   According to *Merriam Webster* to lie is defined as making an untrue statement with intent to deceive or to create a false or misleading impression. Episcopal Students are responsible for understanding what lying is and that the act of lying is considered unacceptable behavior that will not be tolerated.

3. **Disrespect**
   All members of the Episcopal community are expected to show regard and consideration for one another and to maintain respectful communications with one another. Disrespectful behavior toward faculty and staff will not be tolerated.

4. **Threats/Intimidation/Harassment**
   Students, faculty, administration, and staff are expected to treat all individuals with dignity, respect, and kindness. The community of Episcopal dedicates itself to establishing and maintaining an environment free of threats, intimidation, or harassment in any form, in person or online. Students who experience or witness such behavior are expected to report it to a teacher, counselor, or coach as soon as possible. These behaviors are in violation of the Episcopal Code and they are considered conduct unbecoming of an Episcopal student and will result in consequences. Note that any bystander that encourages the acts of threats, intimidation, or harassment, in person or online, also will be held accountable.
See Appendix 11, School Policy on Threats/Intimidation/Harassment/Conduct Generally Described as Bullying
See Appendix 14, Protocol for Threats/Intimidation/Harassment/Conduct Generally Described as Bullying

5. **Physical Violence or Fighting**
   Physical violence or fighting is the confrontation between opposing individuals or groups in which each attempts to harm or gain power over the other, as with bodily force or weapons. Physical violence, on or off campus, is considered conduct unbecoming of an Episcopal student and will be dealt with as such.

   Students need to be aware that there are always nonviolent alternatives available for resolving conflict.

6. **Campus Facilities and Restricted Areas**
   Students are expected to use campus facilities – classrooms, bathrooms, the student center, athletic gyms and fields, and all equipment and furnishings – as intended. Students are not allowed in instructional areas without teachers present. Any damage to school property or to property owned by members of the Episcopal community is considered conduct unbecoming of an Episcopal student and will be dealt with accordingly. It will be the responsibility of the student to make restitution for any and all damages.

   Students are not allowed to bring food or drink onto campus nor have food brought to them from someone off campus without prior permission from a Division Head. No food or drink will be allowed in the Student Center, Foster Hall, or Aldrich Library at any time.

   Student parking is a privilege, not a right. Students are expected to park in designated parking areas and to take caution when entering and exiting the campus. Speeding while on campus will not be tolerated. Parking on campus is a privilege that will be taken away if a student cannot comply.

   Once the school day has begun, students are not allowed in the following areas:

   Parking Lots – students must have permission from the Dean of Students or Division Head to go to the parking lot during the school day.

   Athletic Gyms, Locker Rooms, or Fields – students can only enter to attend class or when they are under the direct supervision of a teacher or coach.

   Refectory/Alumni House – students are allowed in these areas only during their prescribed lunch periods. No Upper School student should be in the Cafeteria prior to 12:30 p.m. or in the Alumni House prior to 12:15 p.m. unless instructed otherwise. Upper School students may remain in these areas until classes resume at 1:25 p.m.

   Chapel – students may have use of the Chapel during their free time, but must have permission from the School Chaplain, Dean of Students, School Counselor, or other administrator. Food and drink are not allowed in the Chapel.

   VPAC – The Visual and Performing Arts Center exists to connect students to the artistic disciplines of performing and visual arts. We encourage you to make use of the facility and learn from our outstanding faculty members. In order to maintain a safe environment, the following guidelines must be met:
• Students must not use any of the facilities, offices, art rooms, dressing rooms, scene shop, costume shop, practice rooms, dance studios, choir room, band room, black box, main stage, or lobby, without the direct permission and presence of a teacher in the general area.
• No food, drink, or gum is allowed anywhere in the facilities.
• All personal items including backpacks, books, purses, wallets, cell phones, and computers are the sole responsibility of the owner and should be safely secured. The VPAC does not possess lockers or other securable storage.
• All VPAC electronic equipment, lighting, sound equipment, and computers are not to be used unless under the supervision of a VPAC instructor.
• Hallways must remain clear of book bags and other personal items. Students should not use the VPAC for study areas.

Students are not allowed in Teachers’ Lounges to use bathroom facilities or to purchase drinks from the soda machines.

During Upper School tutorial, students are allowed only in the following areas: Perkins, Foster, Alumni House Dining Hall and the Library. **Students are only allowed in Penniman Hall, the VPAC, and the Middle School building under direct faculty supervision.**

Please note: The Library and Foster Hall commons are places for students to study and work on school assignments. They are not to be used as places for socialization. You will be asked to leave these areas if you are not working quietly.

Once the school day has ended, Upper School students may remain on campus to use the library, student center, or be under the direct supervision of a teacher or coach. Students in grades Pre-K-8 should be involved in an after school program under the direct supervision of an adult or signed in to Extended Care. **Students found in violation will receive disciplinary action.**
**ITEMS RESTRICTED FROM CAMPUS**

**Contraband**
Firearms, knives, fireworks, mace, pepper spray, tasers, aerosol cans of any kind, water guns or balloons, pornography, or explicit sexual material or any other such dangerous or disruptive articles not in keeping with the purpose and standards of the school are not permitted. Such articles will be confiscated and not returned.

**Alcohol, Tobacco, and Drugs**
The school provides a number of age-appropriate educational programs to encourage healthy decision-making and to inform its students about the dangers and legal consequences of drug and alcohol use.

Students are expected to be completely drug and alcohol free while enrolled at Episcopal School. Abusing prescription and over-the-counter medication, household cleaners, and aerosol propellants is also prohibited. A student consuming, buying, selling, in possession of, or under the influence of such substances at Episcopal School or at, or preceding, any Episcopal School activity or event is subject to immediate dismissal and possible prosecution by local authorities. Even drug and alcohol violations during non-school time and/or off school premises may have ramifications, including loss of privileges or other disciplinary action. In the event of such offenses, Episcopal School reserves the right to require drug and/or alcohol testing, substance abuse counseling, or other counseling or education for the offending student. Episcopal will randomly drug test students at different points in the school year and parents will be notified of the results.

In addition, Episcopal School may require, without prior notification, that a test for drugs and/or alcohol be performed on a student at any time with or without parental permission. The cost of such testing is the responsibility of the parents/guardians. Failure to appear for testing, failure to provide a sample, or evidence of attempted adulteration may cause a test to be presumed positive. A positive test could result in disciplinary action, up to and including immediate dismissal.

Episcopal students need to be aware that if they are riders or occupants of motorized vehicles containing illegal substances, they retain the same culpability as the owners of the illegal substances. Episcopal will also notify the administration of other schools if their students are occupants of the vehicle.

Episcopal has the right to require a student suspected of using a controlled substance or alcohol to be evaluated at any time by a physician, medical technician, or law enforcement officer, or to submit to laboratory tests, breath tests, or other tests at the sole discretion of school authorities. In addition, Episcopal has the right to test students for drugs and alcohol.

Episcopal is a tobacco free campus. All tobacco products and or smoking objects and devices are prohibited from any school building, school bus, athletic field, or parking lot. Restricted products include cigarettes, cigars, e-cigarettes, pipes, and smokeless tobacco (chew, snuff, etc.). Episcopal community members seeking to quit dependency on tobacco products can access the Louisiana Quit-Line (at 1-800-quitnow) or see the School Nurse, without fear of consequence.

**Episcopal hereby warns parents of the legal and civil liability of providing alcohol to minors. Parents that serve alcohol to minors run the risk of having their child or children dismissed from school.**
**Self-Referral by Students**

From time to time there will be students who, with their families, seek counseling and medical assistance for substance abuse. The school intends to be as supportive as it can of such decisions and does not, therefore, believe that it is right to take disciplinary action against a student who is seeking appropriate medical help, provided the School’s regulations concerning the use of drugs or alcohol have not been broken.

Students may take advantage of a self-referral procedure to seek information, guidance, counseling, and assessment in regard to student’s use of tobacco, alcohol, and other drugs. Voluntary referrals may not be used to avoid punitive consequences for a specific incident. Consequences in the case of will be considered on a case-by-case basis and may often be mitigated by the self-report.

1. Referral is allowed one time in a student’s school career.
2. Referral must be made by the student or a member of his/her immediate family.
3. Referrals must be made to an administrator, teacher, guidance counselor, or coach and then reported to the Division Head.
4. Any time a referral is made, the Head of School, Division Head, Dean of Students and School Counselor will be notified.

**Personal and Automobile Searches**

The safety of all members of the Episcopal community is of utmost importance. Thus, a search of a locker, and/or any item belonging to a student or in a student's possession may occur when any member of the faculty or school administration has reason to believe that a disciplinary infraction or the existence of physical or other potential harm to the student or others will be discovered. Examples of situations that could lead to a search include information that a student is in possession of alcohol, drugs, drug paraphernalia, weapons or someone else's property. In addition, in the School's ongoing efforts to ensure compliance with our rules, that students engage in appropriate behavior, and to maintain a substance free and safe school environment, the School may choose to conduct a random search of any area of the school campus including, but not limited to, student lockers and belongings, at any time and without prior notice.

Searches may include any item belonging to a student or in a student's possession, including but not limited to, backpacks, gym bags, or purses, as well as personal electronic and related devices such as a student's cell phone, lap tops, flash drive, tablet and computer. All student motor vehicles are also subject to search including any compartment within the vehicle such as glove compartments, trunks, or containers within the vehicle.

The School may dispose of any item of contraband or other confiscated items that violate School rules as it deems appropriate.

Whenever possible, at least two trained administrators will be involved in a search. In all cases, searches will be performed in a dignified and respectful manner, taking into account the privacy of the student(s) involved.

Any student who refuses to allow the search of any personal item or otherwise as requested under this policy may be subject to disciplinary action, up to and including expulsion from the school.
Social Networking Websites – Responsible Use & Digital Searches of

Episcopal is concerned about the safety and well-being of its students and, therefore, has concerns regarding Facebook.com, Twitter.com, Instagram, and other social networking websites. These websites offer individuals the opportunity to create a webpage that includes personal information, pictures, a list of friends with similar pages, and other information. These sites, if used unwisely, can place a child in harm’s way, especially if information and pictures that identify a child and where that child lives and goes to school are included. College admission officers and prospective employers may review these sites. In addition, many social networking websites have age restrictions.

The following rules apply to Episcopal students and the use of social networking websites:

1. Any content on a social networking site, which can be considered conduct unbecoming to an Episcopal student, may result in disciplinary action.
2. Social Networking websites cannot include any reference to Episcopal School of Baton Rouge or any derivative of the school’s name or address.
3. These references include, but are not limited to, any mention of Episcopal, pictures of individuals in clothing that identifies them as Episcopal students, use of an email address from Episcopal, or the ability to search using Episcopal’s name.
4. It is not acceptable for students to access these websites using Episcopal’s computers or other technology resources.
5. No reference to Episcopal employees by name or position is permitted.
6. Episcopal students who view social networking pages belonging to classmates who reveal disturbing or dangerous behaviors or conduct unbecoming are encouraged to seek help from a school counselor or administrator.

See Appendix 13, Episcopal Student Responsible Use Policy

Student Dress and Grooming

Our school uniform serves to make the campus more secure, to reduce clothing costs for parents, and to alleviate inappropriate social pressure.

Uniform regulations must be enforced consistently in order for there to be integrity in the uniform policy. All teachers will be asked to enforce the policy, but it cannot be emphasized enough that uniforms are also a matter of parental and student responsibility.

Parents are respectfully asked to help by:

1. Purchasing only regulation apparel.
2. Maintaining an adequate supply of laundered uniforms and ensuring that faded uniforms are replaced.
3. Refraining from allowing students to tailor uniforms in any way that changes the uniform appearance.
4. Supporting discipline that is imposed by teachers and administrators.

The School uniform is to be worn properly from the time students arrive on campus until the end of the academic day. At the discretion of the Dean of Students or Division Heads, a student may not be allowed to continue with his/her daily routine until the uniform irregularity has been corrected. Parents may be asked to bring the correct uniform items to school. It is entirely the student’s responsibility to arrange for any class work missed because of a uniform violation.
Only seniors are allowed to wear college sweatshirts.

On Fridays, students are allowed to wear the current year’s approved Friday t-shirt. Other t-shirts are not part of the school uniform and not permitted to be worn during the school day. In Lower School, students will be permitted to wear the approved Friday t-shirt any day of the week.

Students are expected to practice good habits in matters of personal appearance and hygiene. Inappropriate haircuts, and, hair color (colors should be natural hair colors) will not be tolerated. Boys must maintain moderate hair length and style. Hair should not fall below the top of the shirt collar, below the ears, and must not fall below the eyebrows. Boys’ hair will not extend more than two inches from the scalp. Boys are not permitted to wear their hair banded, braided, locked, mohawked, or spiked. In addition, designs and/or symbols are not permitted to be shaved into one’s hair or scalp. Boys must be cleanly shaven. Boys who are not cleanly shaven will face disciplinary consequences and the Dean of Students will provide them with a disposable razor to shave on campus. Sideburns cannot extend below the ear. Boys are not permitted to wear earrings. Neither boys nor girls may have inappropriate piercings. Tattoos are not to be visible. Hats or any other kinds of headwear are not to be worn at all until the end of the academic day. On extremely cold days Division Heads may give students permission to wear cold weather headgear.

See Appendix 16, School Uniform & Grooming
CONSEQUENCES FOR BEHAVIOR VIOLATIONS

The Head of School, Division Heads and the Dean of Students have disciplinary authority at Episcopal. The Dean of Students communicates with the appropriate Division Head and levies disciplinary consequences on their behalf. At times, the head or heads can ask for recommendations from the Disciplinary Committee, which is made up of anonymous employees. Disciplinary actions taken by the Division Head may be appealed to the Head of School.

Disciplinary Action for Specific Violations
Episcopal categorizes each violation or offense into three separate classes. The classes and the offenses that go with each are as followed:

Class “A” Offenses – A Disregard for Regulations and Disruptive Behavior
- Tardy to Class
- Uniform Violations
- Gum Chewing
- Disruptive Behavior in the Classroom, Chapel, or Assembly
- Public Displays of Affection on Campus
- Inappropriate Cafeteria Behavior
- Inappropriate Language
- Use of Electronic Devices During the School Day
- Unauthorized Food or Drink on Campus
- Going into Restricted Areas on Campus
- Littering
- Failure to Check In or Out of School Including Extended Care
- Improper Parking of Vehicles and Speeding on Campus
- Minor 1:1 Program Infractions

Cafeteria Duty and/or Detentions are assigned for Class “A” Offenses. Students that accumulate three duties or detentions in a semester will receive a Saturday School session or a work session.

Class “B” Offenses – Serious Disregard for Regulations or the Honor Code
- Cheating or Plagiarism
- Dishonesty
- Physical Violence or Fighting
- Stealing
- Disrespectful Behavior Toward Community Members or Visitors to Campus
- Threats, Intimidation or Harassment
- Cutting Class or Required Activity
- Not Attending Required Detention or Saturday School
- Violation of Responsible Use Policy
- Continuing incurrence of a Class “A” Offense or Offenses
Saturday School, work session or possible suspension may be assigned for Class “B” Offenses. The Honor Council may also be convened. Students with three Saturday School sessions or work sessions in a semester will have their behavior record sent to the Disciplinary Committee for further review and recommendation for disciplinary action.

**Class “C” Offenses – Very Serious Student Health or Security Offense**

- Indecent Behavior including, but not limited to, inappropriate touching and lewd acts
- Possession of Pornography on Campus
- Possession of Contraband
- Use or Possession of Tobacco
- Use or Possession of Alcohol or Illegal Drugs
- Use or Possession of Weapon or Other Dangerous or Disruptive Item
- Unauthorized Absence from Campus
- Defacing or Destroying School Property
- Continuing incurrence of a Class “B” Offense or Offenses

Suspension and possible dismissal from school may be assigned for Class “C” Offenses. The Honor Council may also be convened and the behavioral record may be sent to the Discipline Committee for further review and possible recommendation for disciplinary action.

Episcopal School strongly promotes sexual abstinence for a variety of spiritual, emotional, legal and physical reasons. As such, acts of sexual intercourse, oral sex, or other related sexual activity are strictly forbidden on campus at any time. Students found to have engaged in such activity on campus are subject to disciplinary responses, up to and including expulsion from school.

**Episcopal School regards infractions of a sexual nature with extreme concern. Please see Appendix 18 for the School’s Sexual Assault and Sexual Misconduct Policy and Procedures.**

**Consequences for Serious Cases of Misconduct**

The School takes seriously violations of student misconduct, while recognizing that childhood and adolescence are times when children and young adults sometimes err in judgment. Each division of the school responds to student misconduct in different, age-appropriate ways. Responses to student misconduct can range from a discussion with a classroom teacher to permanent separation from the School community. Depending on the circumstances, other disciplinary or non-disciplinary responses may be required such as community service, counseling, research and essay, alcohol or drug assessment or testing, restitution, or whatever other disciplinary or responsive action the Head of School, Dean of Students or Division Heads may determine to be appropriate under the circumstances.

Ultimately, the Head of School has the discretion to ban a student from campus for a period of time or to expel a student permanently from Episcopal due to a serious breach of school regulations or for persistent minor infractions.

For details on responses to disciplinary infractions, please refer to the division-specific pages of this book.
Parents who are interested in having their children participate in the Extended Care program must complete an enrollment form and hold harmless statement. This is required for families who will be using Extended Care services on an occasional basis as well as for those who will take advantage of our services daily. Extended Care hours will be from 3:20 p.m. - 6:00 p.m. on regular school days.

Episcopal provides Extended Care for students in grades Pre-K3 through 8th grade who stay on campus after school and who are not involved in supervised activities. During the extended care hours, students will have the opportunity to enjoy after-school snacks, to engage in social/play time with their peers, and to complete homework assignments.

All students are required to check in at Extended Care each day they are enrolled. Extended Care is considered to be an extension of the school day. All students who enroll in Extended Care will be expected to conduct themselves in the same manner they would at any time during the school day and afford the faculty/staff in charge of Extended Care services the same respect as they would their classroom teachers.

Behavior that does not reflect these standards and/or violates the Episcopal Honor Code will not be accepted at any time and will be disciplined accordingly.

Payment options for the Extended Care Program are described below:

**Option 1: Pre-Paid/Pre-Registration Program**

**Option 2: Daily Drop-In Rate of $20.00 per visit per student.**

**Extended Care Program Guidelines**

1. **All students (even those who only stay occasionally)** who participate in the Extended Care Program must have a hold-harmless statement on file in the extended care office. Forms are available on the school’s website and from the Business office.

2. Lower School students will have access to the playground and basketball court area only and be supervised by an Extended Care staff member. Middle School students will have access to outdoor areas as a group under the supervision of an Extended Care staff member.

3. The opportunity to complete assigned homework will be a part of each day at Extended Care. Rules for appropriate behavior will be established at the beginning of school and shared with families.

4. All students staying in Extended Care will have a snack provided. We encourage you to send a snack with your child, if you so choose, and ask that all snacks are peanut-free. Students may bring a water bottle or use the water fountain.
5. In order to care for all our students, access to all buildings across campus will require the presence of an Extended Care staff member. Students may use the Extended Care telephone if they need to make a call.

6. **Parents or approved designees will be required to sign for their children each day at pick up.**

7. Students who are participating in after-school athletics or drama productions, etc. must report to the appropriate Extended Care sign-in area if they are not immediately picked up when their activity ends.

8. There will be occasions for our students to be indoors based on weather conditions or other factors.

9. The late bus leaves campus promptly at 5:30 p.m. Lower School students will be escorted to the Chapel lot at 5:15 p.m. and will be supervised by a counselor until they board the bus.

10. In order to have a smooth transition from the school day to Extended Care, it is important that the children understand their end-of-day plans. If a change from their regular routine is required, contact the Lower School Administrative Assistant at 755-2720 or the Middle School Administrative Assistant at 755-2725 before 3:00 p.m. They will forward the information to your child’s teacher and the Extended Care faculty/staff. For changes after 3:30 p.m, please call the Extended Care office at 753-3180 x1173.

11. Extended Care ends promptly at 6:00 p.m. Fees will be assessed for late pickups and included on monthly billing.

12. We will attempt to offer Extended Care on early dismissal days and on some school holidays. Students must be registered for these days, and we must have a minimum of 12 students to offer services. There is a fee for this service. Please check the school website for fee information and times.

13. Parents should have a plan in place in the event that Extended Care needs to close early due to weather concerns. In these rare instances, we will contact parents for an early pick-up.

**The Extended Care Office can be reached by phone at 753-3180 ext.1173**
Athletic Philosophy

Episcopal has a full interscholastic athletic program. The School is dedicated to excellence in athletics but will not compromise academic standards should they prove to be in conflict with athletics. Athletics provide more than exercise and competition. Sport, at its best, teaches the virtues of humanity: courage, grace, persistence, discipline, and greatness of spirit. Episcopal, as a Christian school, believes that athletics are as intrinsic to the spiritual well-being as the physical well-being of young people. Sports is a vehicle in which young people can learn to work together toward a common goal, respect others, build confidence and develop sound values that will remain with them the rest of their lives.

The School is a member of the Louisiana High School Athletic Association (LHSAA) and subscribes to all of its rules and regulations. Middle School participants play in a variety of leagues.

Episcopal’s athletic program strives to support the school’s mission of developing the whole person. We believe that thoughtfully designed and directed, age-appropriate, athletic experiences contribute to the development of the discipline, character, respect, confidence, and favorable habits, which are part of preparation for adult life.

Our athletic program strives toward vertical alignment within each sport. The athletic director, assistant athletic director, associate athletic director, and head coaches oversee the programs. A complete list of teams is on the school’s website.

Rules and regulations are outlined for each sport at preseason meetings and through direct correspondence from individual coaches to families. It is recommended that all families participate in scheduled meetings prior to the start of each season.

Goals

- To strive toward vertical alignment in each sport, teaching the fundamentals, techniques, and rules of each sport in a progressive and planned sequence that is appropriate to the student’s grade level
- To develop an understanding of the requirements for enjoying a healthy lifestyle
- To develop proper attitudes of pride, sportsmanship, and ethical behavior in athletes, coaches and spectators, living by the Episcopal Code in all our endeavors
- To maintain a sense of balance between athletics and the demands of a school with a rigorous academic program and excellent additional extracurricular opportunities
- To develop and maintain good relationships between teams and the student body, faculty, administration, and community
- To strive for excellence and fully develop individual athletic potential without condoning practices or pressures that reflect selfishness and disregard for other members of the team or which undermine comradeship, good sportsmanship and good mental health

Code of Ethics

Participants

- Play hard within the rules of the game
- Win with humility, lose graciously
• Respect opponents and officials
• Respect all property and athletic facilities
• Are positive and supportive of teammates and coaches

**Coaches**
• Serve as a positive role model for their players
• Show restraint and respect when dealing with officials
• Hold players accountable for inappropriate behavior
• Reinforce good sportsmanship of other programs and other coaches on staff
• Refrain from publicly berating players for mistakes
• Act in a professional manner at all times

**Spectators**
• Appreciate and commend good effort and skill of all individuals and teams
• Treat officials, opposing cheerleaders, players, coaches, and fans with respect and courtesy
• Are good ambassadors for our school
• Do not instruct your children before, during or after a game as it may cause conflicts
• Please reinforce our drug and alcohol free policies

**Lower School**
The emphasis is on fun, fellowship, and physical activity. The athletic department will be a resource for information regarding community programs.

The following are Episcopal school sponsored programs, (check website for more details):
• 3rd, 4th, & 5th Grades: volleyball intramurals
• 2nd, 3rd, 4th, & 5th Grades: Boys and Girls Swimming
• 3rd, 4th, & 5th Grades: Boys and Girls Tennis
• 5th Grade: boys football & girls volleyball (School sponsored programs are subject to change based on facility & personnel availability)

For school sponsored programs, a student must be in good academic and behavioral standing to join and remain on a team associated with the school. Practices will last no longer than one and a half hours, thus enabling students to use the late bus service to pick-up points. Arrangements for this bus service must be made with the Business Office.

**Middle School**
The purpose of this program is to develop skills, sportsmanship, and behaviors that are part of being on a team. Participation is the key emphasis at this level; however this does establish the foundation for our varsity athletic program.

The following are Episcopal school sponsored programs (Check website for more details):

**BOYS**
• 6th-8th Grades: Cross Country, Drum Corps, Football, Swimming, Basketball, Soccer, Wrestling, Track & Field

**GIRLS**
• 6th-8th Grades: Cross Country, Drum Corps, Softball, Swimming, Basketball, Soccer, Volleyball, Track & Field.
Coaches are instructed to make every effort to include each child in each game or to develop a rotation of players for different games that will ensure quality playing time in as many games as possible. Skill, effort and attendance in practice, as well as attitude and court conduct will influence playing time. The 8th grade year transitions into a more competitive philosophy in preparation for upper school athletics.

**Varsity**
The commitment is to put the best team on the “field.” Varsity selection is based on skill and maturity of the student-athlete. Each student athlete’s skill is reevaluated at the beginning of the season for team membership. Scheduling and playing time considerations are based on what best serves the team and overall success of the program.

The following are Episcopal school sponsored programs:

**BOYS**
- 9th-12th Grades: tackle football, cross country, swimming, golf, tennis, basketball, soccer, power lifting, baseball, track & field, and wrestling

**GIRLS**
- 9th-12th Grades: cross country, swimming, golf, tennis, cheerleading, basketball, soccer, power lifting, softball, track & field, and volleyball

**Health Forms**
Students may not participate in any school program until their annual health form has been submitted to the Infirmary. An examination by a physician is also required by the LHSAA for participation in certain sports and confirmation of this should be sent to the school. All students are required to have annual physicals. A copy of the physical is required, not just a confirmation.

**Sportsmanship**
Good sportsmanship on the part of all fans gives our teams the kind of support they deserve. The team and the school are subject to severe penalties when game officials judge the conduct in our stands to be reprehensible according to LHSAA standards. Personal remarks directed at coaches, players, or game officials by any spectators will be brought to the attention of the administrator present and the security officials.

**Practices**
- Upper School practices-limited to 3 hours
- Middle School practices-limited to 2 hours
- Lower School practices-limited to 1 ½ hours

**Vacation/Holiday Games/Practices**
Vacation/holiday games/practices are at the discretion of each individual coach, but the coach must outline prior to the season exactly what will be expected of the athletes. Although these practices/games will be kept to a minimum, players will be required to attend mandatory games/practices. It must be understood by each athlete and parent that a commitment must be made prior to the season which will enable the athlete to participate in every practice and game. If such a commitment cannot be made, the athlete should consider not participating in the sport.
**General**
All school rules and regulations are applicable to athletic practices, games, trips, etc. Profane language and the use of tobacco, drugs, or alcohol are strictly forbidden.

Coaches of each varsity sport will distribute a copy of the Episcopal Athletic Code of Conduct to each athlete. Each athlete and one of his/her parents must sign and return it to the coach prior to participation in any sport. The Athletic Code of Conduct follows this section.

Upper School students who are awarded a varsity letter are entitled to wear a letter sweater and/or jacket. Middle School students who are awarded a varsity letter may not wear the letter until awarded a varsity letter as an Upper School student.

**Admission to Home Games**
Admission to home games for all students is free. Exceptions will occur for special tournaments, jamborees, and playoff games. Students attending athletic events are expected to remain in the immediate areas where the events are held. All Lower School and Middle School students must have a responsible adult present. Loitering on campus or in the parking lots is not permitted during or after athletic events.

**Athletic Eligibility**
The following places a student’s participation in Episcopal athletics in jeopardy:

- Failure to meet LHSAA eligibility standards
- Academic Probation
- Academic Warning
- Disciplinary Probation
- Suspension
- Absenteeism
- Failure to follow team rules

Decisions on athletic participation and eligibility are made in accordance with LHSAA rules and at the discretion of Division Heads and the Athletic Director.
athletics behavior philosophy
a firm and fair policy of enforcement is necessary to uphold the regulations and standards of the athletic department. the community, school administrators, and the coaching staff feel strongly that high standards of conduct and citizenship are essential to maintaining a sound program of athletics. the welfare of the student is our major consideration and transcends any other consideration. parents’ positive support of our athletes, coaches, policies and events is imperative to our success.

conduct of athletes
participation in athletics is a privilege. any conduct that results in dishonor to the athlete, the team or school will not be tolerated. acts unbecoming of an episcopal athlete, such as but not limited to, violations of law, vandalism, theft, disrespect, any violation of episcopal’s behavior policy that leads to suspension or anything that tarnishes the reputation of everyone associated with the athletic program are unacceptable. the use or possession of any tobacco product, alcohol, illegal drug, or controlled substance is prohibited.

you have chosen to participate in athletics at episcopal. with participation come added responsibilities:

1. you pledge to abide by the episcopal code of honor.
2. you are agreeing to remain free from tobacco, alcohol, and other illegal drugs during the sport seasons, and understand that this pledge extends to seven days per week.
3. you are committing to working toward a goal of top physical fitness and sportsmanship.
4. you pledge to play within the league rules, model good sportsmanship, keep all team rules and policies, and to help your teammates adhere to the same.
5. if you should have a problem or need help fulfilling this contract, the coaches, school administrators, and school counselors will be available to help.

athletic violations and consequences
due to the serious nature of this code, an athlete charged with a violation must appear before a committee consisting of their supervising coach, the athletic director, and the dean of students. penalties will be determined according to the seriousness of the offense using the guidelines below. additional school and honor council penalties may occur. violations to the athletic code of conduct are cumulative during a student’s participation in athletics at the high school level.

first violation

- loss of all leadership positions, such as, but not limited to, team captain for that sport season.
- minimum one game suspension up to 20% of the season, based on the extent of the offense (to be determined by committee). penalties will carry over the next sport played including the next school year if necessary.
- any athlete that receives a suspension from school will serve an automatic one game suspension. this suspension will be levied the next immediate playing date. it will be up to the individual coach’s discretion to suspend the athlete for more than one contest if he or she is suspended from school for more than one day.
Second Violation

- Loss of all leadership positions, such as, but not limited to, team captain for remainder of the school year.
- Minimum of a two game suspension up to 50% of the season, based on the extent of the offense (to be determined by committee). Penalties will carry over the next sport played including the next school year if necessary.
- Athlete and parents must agree to an assessment and education program under the direction of the school counselor in order to athletic participation.

Third Violation

The student athlete found in a third violation shall be denied athletic participation for the remainder of their high school career. After one calendar year from the determination of guilt, the athlete can make an appeal to the Athletic Department for reinstatement contingent on substantiated rehabilitation.
GENERAL INFORMATION

The School Day
The School day typically begins with 1st period at 7:50 a.m. The Student Center and Aldrich Library open at 7:00 a.m. The School day ends at 3:20 p.m. The Student Center closes at 4:00 p.m. and the Aldrich Library closes at 5:30 p.m. Once the school day has ended, Upper School students may remain on campus to use the library, student center, or be under the direct supervision of a teacher or coach.

Access to School Facilities
Access to school facilities by students for use of the school’s resources (classrooms, gymnasiums, Aldrich Library, and the like) is encouraged during the posted school hours, weekdays, and on weekends with appropriate faculty, staff, or administrative supervision. Students are not permitted on the Episcopal campus using the school’s facilities or within school buildings or structures unless properly supervised by school personnel. Students should not enter or remain in a classroom or teacher’s office without permission. Students who access school facilities without permission or appropriate supervision are subject to disciplinary action.

Visitors and Guests
Occasionally, students are allowed to host a guest on campus. Prior approval must be obtained at least a day in advance from the Dean of Students or the Head of Upper School as well as from the student’s parents. Guests are expected to abide by all school rules and can be asked to leave at any time. To minimize distractions, most guest visits will be for a limited portion of the school day.

Lockers
A locker in Perkins Hall or Penniman Hall will be assigned to all ninth and tenth grade students. Eleventh and twelfth graders will be assigned on request. Lockers are to be maintained in a neat and orderly fashion. Lockers are subject to inspection. Students issued a locker are responsible for having a lock on their locker at all times. Locks are available on Orientation Day at Webster Dining Hall or from the Upper School Office after Orientation Day.

Lost and Found
Lost and Found is located in the Upper School Student Center in Perkins Hall. Students who find lost articles should take them to the Lost and Found where they can be claimed by the owner. Unclaimed items will be sold, donated, or distributed for use within the school at the end of each semester or as is necessary due to volume.
Mobile Device* Policy
*A “mobile device” is considered a cell phone, smartphone, laptop, tablet, media player, personal data assistant, camera, and/or any other electronic device capable of being transported and utilized in different locations.

Upper School students may have silenced mobile devices on their person throughout the school day. “Silenced” means that the device will make no audible sounds, nor will it vibrate. Unless permitted by an administrator or teacher, utilizing a mobile device indoors is strictly prohibited, as it is considered a disruption to the classes, activities, and people in the area. Unless permitted by an administrator or teacher, use of a mobile device during instructional time of the school day is strictly prohibited. Teachers have the authority to collect mobile devices during any point of an instructional period at their own discretion. Every administrator and teacher has the authority to collect a mobile device if they feel the device is being used in a disruptive manner or in a way that is not consistent with Episcopal guidelines.

Failure to comply with any of these regulations could result in a mandatory search and seizure of the mobile device in addition to discipline consequences.

By bringing a mobile device onto the Episcopal campus, the student and parents/guardians of the student hereby acknowledge and consent to search and seizure of the mobile device, and all content and data therein, by Episcopal and its administration. Any violation of the Mobile Device Policy or the Episcopal Student Responsible Use Policy, or any other rules, policies, or directions of Episcopal or any of its administrators or staff, may result in search and seizure of the student’s mobile device and the data and content therein.

Disregard for the mobile device regulations will result in a Saturday Work Session, suspension, or other disciplinary action at the sole discretion of Episcopal administration.

Please see Appendix 13 for Episcopal School’s Responsible Use Policy.
Advisory
Each student in the Upper School is assigned to an advisor for the duration of his or her time in the Upper School. The advisor is a teacher or staff person focused on monitoring each aspect of a student’s health, performance, and overall well-being at school and serves as a mentor, coach, problem-solver, sounding-board, support, encourager, and academic advisor. The role is multi-faceted. The advisor also serves as a useful connecting point for parents to share observations, facilitate communication, and offer guidance as appropriate.

Advisories (groups of 10-14 students) meet weekly during the activity period, sit together at assemblies and in Chapel, and hopefully form a close and supportive community. The Upper School Guidance counselor assigns advisors, plans the activities of advisory, and oversees the program.

Counseling
Students have access to the Upper School Guidance Counselor throughout the day. Students are encouraged to take advantage of this resource. Refer to the Student Support Services Section of this handbook for additional information about the school-wide policies and philosophy.

Learning Support Services
Students with documented learning differences are eligible for Learning Support Services. Please see the Support Services section in the beginning of the Handbook for more information or contact Robin Talamo, Learning Support Services Coordinator.
Overview

Episcopal’s college counselors work within a cohesive 8th-12th grade program to increase gradually students’ and families’ knowledge of and familiarity with the realm of college admissions and financial aid. The college counselors assist in matching student strengths with college opportunities looking for the colleges and universities that offer the best “match”—schools where they will be happy to live, comfortably challenged, and poised to succeed.

The program includes:

1. Programs for 8th, 9th and 10th grade students and parents designed to introduce families to the selection process and highlight work that can be done to enhance prospects and deepen awareness.
2. Entrance exam preparation through EXPLORE and PLAN testing in 6th-9th grades, PSAT testing in 10th and 11th, practice ACT in 10th, facilitating online and face-to-face test prep options, and through our regular classroom work.
3. Use of Naviance, a college search tool providing research, analysis, and other functions.
4. A personalized approach in the 11th and 12th grade years through work with a college counselor assigned to each student (ratio: 1:30).
5. Over 50 college admissions officer visits to campus each year.
6. Summer College Essay Writing Workshop to get students started in the application process.
7. A senior year program for parents and students designed to focus families on the application process, including scholarships and aid.
8. College Essay writing workshops and individual support through the Writing Center, College Counselors, and classroom teachers.
9. College Recommendations written by counselors for students in support of their applications.
10. Excused and exempt absences for approved college visits.

Juniors and seniors are encouraged to attend meetings with college admission representatives who visit the Episcopal campus. Student requests for an excused absence from class must be approved by a college counselor and the appropriate teacher prior to the meeting.

Students and parents are encouraged to seek appointments with the College Counselors regarding a student’s course of study as it relates to college admission. All student applications to colleges and universities are handled by the College Counseling Department. The College Counselors collect faculty recommendations and write general recommendations for seniors. These are strictly confidential and can only be released directly to college admission and scholarship offices.

Please note: College Counselors and students may be asked on application forms whether an applicant has been suspended; and, when asked, Counselors will acknowledge the violation, and students are told to do the same. Should there be any significant changes in a student’s record after the applications have been filed, the College Counselors will report those changes to the applied colleges that require such notices.
Policy for Official Visits to College Campuses:
Students may request excused absences for the purpose of an official visit to a college campus. They do this by completing an anticipated absence form at least two days prior to missing school. This form must be approved by the student’s advisor, division head, college counselor, and parents. Upon returning to school, students must provide to their college counselor proof of having made the college visit.
## General Academic Information

### Episcopal Graduation Requirements

*Courses below are listed in the typical sequence.*

<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>Minimum Credits Required</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>English I (required) English II (required) English III or AP Language and Composition (required) English IV Seminars and/or AP Literature and Composition (required)</td>
<td>4 credits required beginning in 9th grade.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mathematics</strong></th>
<th><strong>Minimum Credits Required</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I (required) Geometry or Honors Geometry (required) Algebra II or Honors Algebra II (required) Precalculus (with or without Dual Enrollment Option) or Honors Precalculus (Non-AP) Calculus, AP Calculus AB, AP Calculus BC or AP Statistics</td>
<td>4 credits required beginning in 9th grade.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social Studies</strong></th>
<th><strong>Minimum Credits Required</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>World Geography, AP European History or approved alternate (required) World History, AP World History or approved alternate (required) US History or AP US History (required) American Government (Civics) or AP Government and Politics (required)</td>
<td>Four credits required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th><strong>Minimum Credits Required</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science (For the Class of 2019 and beyond, Physical Science or approved alternate is required.) Biology or Honors Biology (required) Chemistry or Honors Chemistry (required) Physics or Honors Physics (required) Additional course options: AP Chemistry (requires Chemistry or Honors Chemistry AP Biology (requires Biology or Honors Biology) AP Physics C (requires Physics or Honors Physics) Biology II (Two semester courses: Human Anatomy, Science Investigations, Marine Biology, or Tropical Ecology) Earth Science (Two semester courses: Astronomy, Environmental Science, or Geology) Physics II Engineering Instrumentation &amp; Analysis (full year) Anatomy and Physiology (full year) Scientific Design Studio—can count as Bio II, Chem II, or Phys II</td>
<td>4 credits required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>World Language</strong></th>
<th><strong>Minimum Credits Required</strong></th>
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</thead>
<tbody>
<tr>
<td>French I</td>
<td>Spanish I</td>
</tr>
<tr>
<td>French II or Honors</td>
<td>Spanish II or Honors</td>
</tr>
<tr>
<td>French III or Honors</td>
<td>Spanish III or Honors</td>
</tr>
<tr>
<td>French IV or Honors</td>
<td>Spanish IV or Honors</td>
</tr>
<tr>
<td>AP French</td>
<td>AP Spanish</td>
</tr>
<tr>
<td>French VI</td>
<td>Spanish VI</td>
</tr>
<tr>
<td>Latin I</td>
<td>Latin II or Honors</td>
</tr>
<tr>
<td>Latin II or Honors</td>
<td>Latin III or Honors</td>
</tr>
<tr>
<td>Latin III or Honors</td>
<td>Latin IV or Honors</td>
</tr>
<tr>
<td>Latin IV or Honors</td>
<td>AP Latin</td>
</tr>
</tbody>
</table>

### Available World Language courses via other providers:

- Mandarin Chinese I & II
- German I & II
- Arabic I & II

*Note: Consecutive course credit in the same language required. Continued language study recommended for competitive college admissions and fluency.*
### Religious Studies

**Introduction to Bible (required)**

+ one or more of the following semester courses:
  - History of Religion: US
  - History of Religion: World
  - Faith & Music
  - Quest for Peace

### Performing and Visual Arts

All courses are semester courses for 0.5 credits unless otherwise indicated.

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Art</td>
<td>Drama I &amp; II</td>
</tr>
<tr>
<td>Drawing I &amp; II</td>
<td>Technical Theatre</td>
</tr>
<tr>
<td>Painting I &amp; II</td>
<td>Ballet I &amp; II</td>
</tr>
<tr>
<td>Pottery I, II, III &amp; IV</td>
<td>Dance I &amp; II</td>
</tr>
<tr>
<td>Sculpture I</td>
<td>Concert Choir</td>
</tr>
<tr>
<td>Media Arts I, II, III &amp; IV</td>
<td>Jazz Band</td>
</tr>
<tr>
<td>AP Art History (1.0 credit)</td>
<td>Concert Band</td>
</tr>
<tr>
<td>Pre – AP Studio Art (1.0 credit)</td>
<td>AP Music Theory (1.0 credit)</td>
</tr>
<tr>
<td>AP Studio Art (1.0 credit)</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>AP Studio 3D (1.0 credit)</td>
<td>Drama of Expression</td>
</tr>
<tr>
<td>OR</td>
<td>Wind Ensemble (0.25 credit)</td>
</tr>
<tr>
<td></td>
<td>Select Choir (0.25 credit)</td>
</tr>
</tbody>
</table>

### Physical Education

Health and Physical Education I & II

*Note: PE credits include ½ credit of Health.*

### Additional Interdisciplinary and Elective Courses

Any course taken beyond the minimum graduation requirement counts as an elective course in addition to any of the following:

- Computer Science I
- Honors Modern Topics in Mathematics
- Honors Seminar
- Honors Thesis
- AP Economics (Macro)
- Psychology
- Entrepreneurship (full year)
- Speech and Debate (aka Drama of Expression)
- Writing Leadership

### TOTAL Required for Graduation

24

### NOTE:

1) Courses taken in Middle School for High School credit do not count in a student’s Episcopal GPA.

2) Courses taken at other institutions do not count in a student’s Episcopal GPA.

*For students entering Episcopal in the 9th grade or later some substitution of credit is allowed at the discretion of the Head of Upper School, in accordance with the Department of Education guidelines.*

### Academic Program

The Upper School academic program is described at length in the Curriculum Guide and on Course Pages, copies of which may be accessed on the Upper School’s page of the School’s website, www.episcopalbr.org.
**Scheduling**
Students are encouraged to take the most rigorous set of courses in which they can be successful keeping in mind their other responsibilities, activities, personal preferences, and long-term goals. Students are required to take a minimum of six classes each semester with at least four of those being in the core academic disciplines (English, Math, Science, Social Studies, and World Language). Students are placed in selective enrollment classes such as AP Honors classes but may appeal those placements as appropriate. Each student should consult with his or her advisor, parents, teachers, and Department Chairs to determine the most appropriate course selections. College counselors are also available to consult students and parents regarding course selection at any point during their time in the Upper School. It is particularly important for students who may pursue a selective college admissions process (selective colleges, honors colleges, and competitive scholarships) to consult with a college counselor when making course selection and scheduling decisions. Details of the course selection process are published each January by the Upper School office.

**Schedule Changes**
Schedule changes involving non-Honors and non-Advanced Placement courses may **not** be made after the first seven day cycle. Schedule changes involving Honors and Advanced Placement courses can be made only with the recommendation of the teacher and the approval of both the Department Chair and the Upper School Division Head within the following timeframes:

- First cycle of first quarter
- First cycle of second quarter
- First cycle of third quarter

A student may not withdraw from a course without permission from the Department Chair.

**Tests**
Students should be alerted to tests and major quizzes several days in advance. Typically, students are not expected to take to more than **two tests per day or one test and one major paper**. If a student finds that there are three or more tests or combinations scheduled on one particular date, he/she should speak with one or more of the instructors at least two days in advance for permission to move one or more to another date.

**Typical Homework Assignments**
Students should anticipate being assigned homework on a daily basis and over the weekends with reduced expectations of homework over the holiday breaks. With the rotating schedule a student should expect to be assigned 20-30 minutes of homework per night in each course taken. If the student is enrolled in Advanced Placement or Honors coursework, the homework assignments may exceed this 30 minute recommendation occasionally. A typical night of expected homework assignments would total approximately two to three hours and may exceed this amount on occasion. Students who experience a heavier workload on a routine basis should pursue answers to the following questions:

- Am I using my time as efficiently as I can? Am I distracted by non-academic use of technology while I am completing work? Do I take full advantage of study hall and tutorial?
- Am I working at a slow pace? Am I having trouble understanding the content or the assignment? What is the teacher’s perspective on my work?
• What does the teacher suggest about how I should approach the work more efficiently? Have I tried to implement those suggestions?
• What does my advisor suggest? Have I tried to implement those suggestions?
• What does the Department Chair suggest?

Exams
Semester exams are administered in the Fall and Spring with the completion of the normal semester coursework. Exams are scheduled for a minimum of 90 minutes and a maximum of two hours. Seniors enrolled in semester courses in the fall may exempt an exam by meeting grade criteria and departmental requirements. In the spring, seniors in all courses are eligible for exemptions by meeting the grade criteria and departmental requirements (See the Senior Privileges section for more information). Students enrolled in AP courses must take the AP exam to complete the course, but may be excused from taking a final examination with the completion of the subject AP examination.

Proctored and Free Study
Underclassmen will be assigned study hall. Juniors and seniors in good-standing must sign in at the Upper School Office for free study. Seniors only in good-standing with a free study during first period may report to school before second period; and they may leave at the beginning of the last period of the day if they have a free study that period.

Tutorial
Each day, during a dedicated time, teachers are available for extra help in a designated place, usually their classrooms. Students are expected to seek help when they need it. This time could be used to begin homework assignments, to ask for clarification on a topic covered in class, to make up worked missed due to an absence or early dismissal, to review for tests and quizzes, or to discuss recent work with a teacher.

College Block
Every Thursday morning after the second period, students will remain in their classroom and complete college-prep. activities assigned by their classroom teacher and the College Block Coordinator (Dr. Alan Newton). No other coursework, activities, meetings, or instruction may be done at this time. College Block will last until 10:20am.

Saturday School
Students who are behind in their work or have make-up work due from an extended absence may be assigned Saturday School (See the Saturday School guidelines at the end of the Upper School section for details).
Grading and Reporting

Grading System
Episcopal operates on a two-semester academic calendar. Grades are determined on a numerical scale. Quarter and semester grades are reported on a letter basis. The semester grade is computed by combining the two quarter grades for 80% and the exam grade for 20%. In Advanced Placement courses where the Advanced Placement exam replaces a final exam, the grade for the spring semester is computed by combining the two quarter grades. Grade-point averages are determined on the four-point system. Numerical and grade-point equivalents are as follows:

<table>
<thead>
<tr>
<th>NUMBER GRADE</th>
<th>LETTER GRADE</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>93-97</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Grade Point Average (GPA)
In Upper School, a student’s Episcopal GPA (cumulative, semester or year) is calculated by averaging the weighted quality points for all grades earned per credit in courses taken through the Upper School at Episcopal. Quality points are determined by the table above. Typically one credit is earned for a full-year course and one-half credit for a semester long course.

Weighted Courses
Students will receive one additional quality point per credit for each grade earned in an Advanced Placement course. Students will receive 0.33 of a quality point per credit for each grade earned in an Honors course including Honors Seminar, Select Choir, and Wind Ensemble. Honors Thesis students will receive 2.0 quality points. These weights will be added to the total number of quality points earned by the student before the calculation of cumulative grade-point average.

Courses Taken Elsewhere
Current Episcopal students must obtain prior written approval from the Head of Upper School, the Dean of Curriculum and Instruction, and the Department Chair for any course taken at another institution to count towards graduation requirements. In general, courses taken at another credit awarding institution will be shown on the Episcopal transcript but will not be included in the Episcopal GPA calculation (cumulative or semester). The same is the case for courses taken for high school credit through the Episcopal Middle School. Exceptions may be granted and will occur at the discretion of the Head of Upper School on a case-by-case basis.
Course Failures
Failing grades for the semester or the year generally must be made up. In the case of a failing grade for the first semester of a year-long course, it is possible for the student to earn a passing grade for the year by earning a C or better for the second semester. Failing the second semester of a year-long course automatically results in a course failure for the year. The final grade for the course will remain on the Episcopal transcript regardless of whether the course is repeated.

Repeated Courses
Repeated courses and the grades earned are shown on the student’s Episcopal transcript regardless of the institution at which the credit was earned. However, a grade in a repeated course does not replace an existing grade in the Episcopal GPA calculation, but it can replace the grade for that course within the State Transcript System (STS) which is used for TOPS (Taylor Opportunity Program for Students) qualification and admission to Louisiana’s public universities. For courses repeated through the Episcopal Upper School, the grade will be included in the Episcopal GPA (treated as an additional course). A grade in a course repeated at another institution will not typically be included in the student’s Episcopal GPA but exceptions can be considered.

Courses repeated at another credit awarding institution or through an online course provider must be approved in advance by the Dean of Curriculum and Instruction, Department Chair, and the Head of Upper School.

Incomplete Grades
Students who end a grading period with a grade indicated as “I” (Incomplete) are required to rectify and remove the incomplete designation within 10 school days to an appropriate letter grade, or the designated “Incomplete” becomes a failing grade for the grading period unless other arrangements have been made and approved by the Head of Upper School.

Report Cards
Report cards are published online at the end of each quarter.

Transcripts
Official copies of transcripts must be mailed directly or sent electronically from Episcopal to the appropriate recipient. No official records may be released without written authorization from the parent or legal guardian. Students and parents may access an unofficial copy through their My Episcopal account.

For college entrance testing, students are required to make arrangements with the testing agency to send test scores directly to the college or university of their choice.

For students transferring to another secondary school, all pertinent achievement testing information will be included in the transfer of records.

Class Rank
Episcopal does not report a class rank to any person or institution (including students and parents). When it may benefit a student’s application for admission or scholarship, the Director of College Counseling may, at his/her own discretion, report an estimated rank in percentile. Periodically, class rank may be used internally for various purposes.
ACADEMIC AWARDS AND DISTINCTIONS

**Episcopal School Diploma**
The Episcopal School diploma will be awarded to those students in good academic standing who have a cumulative Episcopal grade-point average of at least 2.00 and have completed four years of Upper School studies. Diploma requirements include a minimum of 24 credits and departmental distribution requirements. In exceptional circumstances, a student who has a cumulative grade-point average below 2.00 may petition a graduation committee consisting of the Head of School, Head of Upper School, College Admissions Counselor, English Department Chair, and Mathematics Department Chair for receipt of an Episcopal diploma. Exceptional circumstances will generally be those beyond a student’s personal control, such as accident, family difficulties or illness that can clearly be shown to have caused low academic performance.

**Valedictorian and Salutatorian**
The valedictorian and salutatorian of the graduating class will be determined at the end of the second semester of the senior year. Cumulative GPAs will be calculated to the 1/100ths (two places beyond the decimal point) for those students who have been enrolled at Episcopal for the preceding eight semesters. The student with the highest cumulative GPA will be valedictorian, and the student with the second highest cumulative GPA will be salutatorian. To be eligible as a salutatorian or valedictorian, an Episcopal student must not have an honor code violation on their Upper School record.

**Academic Honors**
Academic Honors are determined on the basis of quarterly and semester grades for the Upper School. Outstanding students may earn placement on the following lists:

<table>
<thead>
<tr>
<th>HONORS</th>
<th>GRADES 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School List</td>
<td>All grades A- and above</td>
</tr>
<tr>
<td>Division Head’s List</td>
<td>All grades B- and above</td>
</tr>
</tbody>
</table>

**The Honors Diploma Program**

**Overview**
The Episcopal Upper School Honors Diploma Program is an intensive, two-year course of study that involves an interdisciplinary seminar examination of topics in the history of ideas with an above high school level thesis project. The program seeks students who have high levels of self-motivation and academic performance as well as the ability to collaborate with students and faculty, think critically, and exhibit emotional maturity and personal integrity.

**Requirements**
Participation in the program requires completion of the year-long Junior Honors Seminar and the year-long Senior Honors Thesis. All Honors Diploma candidates must:
- Maintain at least a B+ grade point average (per semester & cumulative) throughout program
- Take at least three AP classes and exams during their time in the Upper School (at least one of these AP classes and exams must be in math or science, and at least one must be in foreign language, English, social studies, or art)
- Satisfactorily meet each of the following specific requirements of the program:
  - Successful completion of Junior Honors Seminar First Semester. This earns the student a
Students earning this award—also referred to as the “Distinction in [the discipline]” award—require an accepted ten-page draft, bibliography, and plan for summer work. Successful completion of Independent Thesis Writing during the summer between junior and senior years, as evidenced by submission of a complete draft of the honors thesis on the first day of the senior year. Successful completion of Senior Honors Thesis first semester. This includes a satisfactory evaluation of another complete draft and a formal defense before a faculty committee. Successful completion of Senior Honors Thesis second semester, including a successful presentation of their thesis to the body of the entire Upper School.

If, in the judgment of the Director(s), a candidate's grade point average drops significantly or if a candidate does not meet any of the preceding requirements to a satisfactory level, the candidate may be asked to withdraw from the program.

Selection Process
Students are selected for the program during the spring of their sophomore year. Cumulative Upper School GPA, difficulty of the course of study already pursued, PSAT scores, confidential teacher recommendations, writing samples, and a personal interview are all reviewed as admissions criteria. Once all application data has been collected, the Director(s) of the Honors Diploma Program make their recommendations to the Upper School Faculty, the Dean of Curriculum & Instruction, the Upper School Counselors, and Upper School Division Head. After these recommendations have been reviewed by this group, students may be invited immediately, rejected immediately, or be advised on how to improve their application. Those who are given the opportunity to improve can then repeat the application process by May 1 of their sophomore year. All students who accept invitations are asked, along with their parents, to sign a document indicating their understanding of the requirements of the program and their willingness to abide by these requirements.

Rewards
Honors Seminar students earn an additional 0.33 quality points on top of the grade earned in the class. Honors Thesis students who successfully and satisfactorily complete their projects and course work receive an additional 2.0 quality points.

A student who receives a satisfactory evaluation throughout all these steps graduates “with Honors” which is noted on their diploma and during the closing ceremonies.

Departmental Distinction
Each spring, each department identifies up to four juniors for a “Distinction in [the discipline]” award identifying them as the top students in the discipline in their grade. While students earning this award are likely to be achieving the highest marks in the most rigorous courses, other factors are strongly considered for selection. This award identifies students who have distinguished themselves as students of the discipline through the quality of their coursework, their contributions to the discipline within the community (on- or off-campus), and their investment beyond the regular work of their classes. Leadership and service related to the discipline can also factor into the decision.

Academic Recognition Organizations
National Honor Society—the National Honor Society exists to recognize exceptional character, leadership, scholarship, and service—the four cardinal principles of the society. A faculty committee
established by the Head of Upper School in consultation with the NHS advisor, reviews junior and senior candidates each spring and senior candidates each fall to finalize selections which are reviewed by the Head of Upper School. An induction ceremony is held each spring. The following outlines the eligibility criteria and selection process.

- Juniors and seniors with a high school GPA greater than 3.665 in his or her core classes (foreign language, science, social studies, mathematics, and English) are eligible. GPAs are calculated using the quality points assigned by Episcopal for AP and Honors classes.
- Eligible students will be notified of their initial qualification via email. Interested candidates should
  - Indicate his or her interest in writing to the NHS advisor
  - Update his or her Naviance resume by the date set by the NHS advisor
  - Expect all upper school teachers to be given the opportunity to provide input on each candidate.
- In addition, a candidate may:
  - Submit a one page typed response on how the student has differentiated themselves from his or her peers, and why they should be considered for this distinction.
  - Ask a teacher to submit a comment to the faculty committee.

Note: A student will not be eligible for NHS their junior year if there is an Honor Council violation or a suspension on record. The student may reapply their senior year after writing a one page response to what they have learned from or since the experience.

**Mu Alpha Theta**—is a national high school honorary mathematics organization. The group attends several competitions, including state convention, in the spring and works to further interest and awareness of mathematics on campus. Junior Membership is available to any student enrolled in Algebra I or higher. Full Membership is by invitation for students having completed Algebra II with at least a 3.3 cumulative GPA in mathematics, and a 3.0 overall GPA.

**International Thespian Society**—involves high school students both in the United States and abroad who are dedicated to excellence in dramatic activities. Membership is by invitation after participation in or backstage work on plays, skits, musicals, and other productions performed before an audience. Students working as directors and actors and those assisting with props, costumes, set design, lighting, make-up, and publicity are included in the Thespian organization.

**French and Spanish Honor Society**—gives our Modern Language students the opportunity to become members of French and/or Spanish Honors Societies at a National Level. Students in these societies participate in different activities beyond the classroom such as: organizing cultural events, attending art shows, and producing literature work. Membership is by invitation, and a ceremony is held each spring to honor inductees into each society.

**National Dance Honor Society**—recognizes outstanding artistic merit, leadership and academic achievement in students studying dance in public and private schools in K-12 education, dance studios, cultural/community centers, performing arts organizations, and postsecondary education. Students of junior and senior high school age in this society may be identified for nomination to the *NDEO Artistic Merit, Leadership and Academic Achievement Award*, one of the highest honor programs for dance in the United States.
**Academic Warning and Probation**

**Academic Warning** – A student is placed on Academic Warning if he or she earns:
- A GPA below 2.0 for a quarter or a semester
- OR one failing grade for a quarter
- OR three or more grades of D+ or lower for a quarter or a semester
- OR at the discretion of the Upper School Head

A student on Academic Warning must attend study hall any period that a class is not scheduled and may not leave campus for a field trip unless it is a required part of an academic class. The student may also be required to attend tutorial.

**Academic Probation – Ineligible** – A student is placed on Academic Probation if:
- He or she meets the requirements for Academic Warning for two quarters in a given year, consecutive or not
- Or he or she began the year on Academic Warning or Probation and meets the criteria at the end of the first quarter.
- Or he or she has one failing grade for a semester
- Or at the discretion of the Upper School Head

A student on Academic Probation must attend study hall any period that a class is not scheduled and may be required to attend tutorial. The student may not participate in practices or the public performances of athletic teams or other school organizations that perform or compete. A student may not attend field trips that require the student to miss a class.

A student who has been on Academic Probation is moved to Academic Warning if he or she meets the following criteria:
- A GPA above 2.0
- No more than one grade below C-
- No failing grade

NOTE: Separate from the above are the LHSAA’s requirements concerning athletic eligibility.

A student on warning or probation may receive a conditional re-enrollment contract or have their re-enrollment withheld to evaluate his or her performance further.
LEADERSHIP, SERVICE AND CLUB OPPORTUNITIES

Overview
An Episcopal education prepares students for lives of leadership, citizenship, and service. Students are encouraged to participate in a wide range of campus activities. Extracurricular clubs and organizations, student publications, interscholastic athletics, and drama and musical productions are available for student participation depending on individual interests.

Leadership skills are developed within the student activities in a variety of ways, includingchairing committees or serving as officers of clubs and organizations.

As elected or appointed leadership, members of the Student Council, the Honor Council, Student Vestry, and Peer Leaders are expected to maintain the highest standards of personal behavior while developing pride and enjoyment in the quality of academic and extracurricular life at Episcopal. Failure to do so may result in the loss of the privilege of serving in these roles.

Student Council
The Student Council serves the school and community, acts as an intermediary between administration and students, and provides a means by which students can convey their opinions and develop activities that will enhance the quality of life within the school community. The Executive Committee is composed of a president, vice-president, secretary, and treasurer, and two members-at-large elected by the student body. The representatives are the president and vice-president elected by each class, grades 9-12.

Honor Council
The Honor Council is a body of students nominated by their class and appointed by the Head of School. They are responsible for supervising the maintenance of the Episcopal Code, which includes dealing with violations of the Code and educating the community about expectations of the Code. A student who witnesses a violation of the Code may bring that information to a Council member, as well as to a teacher or administrator. The composition and duties of the Council and the actual procedures for dealing with a Code violation are explained earlier in this handbook.

Student Vestry
The Student Vestry supports the work of the Upper School Chaplain in planning Chapel talks, guest speakers, and other aspects of upper school Chapel. Vestry members also give at least one Chapel talk during the year. The Student Vestry consists of three representatives from each grade level chosen each spring through a grade-level election process.

Peer Leadership
The Peer Leadership program is organized to create a smoother transition for new students coming to Episcopal. New students are matched with a Peer Leader who will contact them over the summer, attend back to school socials, welcome the student the first week in various activities, and provide a year-long peer relationship to answer any questions and encourage the new student. Applications for peer leaders are reviewed each spring by the Upper School Guidance Counselor and the Dean of Students.
Eligibility for Elected Offices
Episcopal is dedicated to excellence in extracurricular activities and leadership opportunities but will not compromise academic standards should they prove to be in conflict with these opportunities. In order for a student name to be elected and to remain in office the student:

A. Must meet the following academic requirements:
   a. for a Student Council office or class president or vice-president of grades 9-12, have at least a 2.5 cumulative grade point average,
   b. for all other slates and class and club offices, have at least a 2.0 cumulative grade point average
B. Must not be on academic, disciplinary, or attendance probation,
C. Must not have a Class “B” or Class “C” disciplinary offense,
D. Must have a re-enrollment contract in the Business Office.

Leadership Point System
The point system described below has been adopted in order to afford more students an opportunity to hold major offices in the school. All major offices have been assigned a specific number of points based on the approximate time commitment involved. Each student is permitted to accumulate a maximum of six points per academic year according to the following schedule:

• 5-point offices
  Student Body President Honor Council President

• 4-point offices
  Junior Class President
  Student Council Vice-President, Secretary, and Treasurer Editor of the Accolade
  Honor Council members

• 3-point offices
  Members at Large of the Student Council; Class President for grades 9, 10, and 12
  Vice-President for grades 9 - 12
  Editor of Troubadour

• 2-point offices
  Junior Class Treasurer

• 1-point offices
  Class Secretary for grades 9 - 12
  Class Treasurer for grades 9, 10, and 12
  All club officers not previously listed
In keeping with Episcopal’s mission and ministry statement of developing the whole person – spiritually, intellectually, morally, artistically, and physically – our students are given opportunities to engage meaningfully with their community through service learning opportunities provided by the Center for Service Learning. Service learning is a teaching and learning strategy that infuses relevant service opportunities with instruction and reflection in order to enhance learning experiences, teach civic engagement, and strengthen communities.

Episcopal’s Center for Service Learning (CSL) is led by the Associate Head of School for Character Development. The Center for Service Learning works both to bring students extended service learning experiences directed at the needs of our greater community and to infuse classrooms with service learning projects by working with teachers. Through service learning, students will connect what they learn in class to real world issues and then work toward solutions, all while reflecting meaningfully on their experiences and efforts.

Service remains a required component to successfully earning a high school diploma. Our students will be the future leaders of their communities and it is our responsibility to expose our students to issues that will broaden their worldview and encourage positive and proactive engagement. Understanding and working closely with issues such as poverty, sustainability, and education, will help our students become competitive leaders in their future communities, bringing an intellectual stance to world issues that they begin to cultivate in their formative years.

9th Grade

- 9th grade: 9th graders will have the same requirement at 10th-12th graders. On your retreat day at the beginning of the year, you will participate in one service experience with your class which will be organized through the CSL. This means you will have one more off-campus experience to complete before the end of the year. Please feel free to join any Partnership Programs, CSL Saturday opportunities, or do Independent Service Learning work you would like. You are also required to volunteer on campus at least once during the year. Opportunities are plentiful but don’t wait until the last minute. You may be working on your CSL requirement at the beginning of the summer prior to your 9th grade year. The requirements for the 10th-12th grades are listed below.

10th, 11th, 12th Grades

- Each year, students are required to participate in either a Partnership Program or at least two CSL-sponsored/approved experiences. These may include any combination of Saturday opportunities, service learning through class experiences, or Independent Service Learning (ISL) projects.
- Students are also required to participate in at least one on-campus volunteer opportunity.
- Students have from the end of school in May until May 1 of the following year to complete the requirements. Students may use the summer to complete an Independent Service Learning (ISL) project.
- Seniors must complete the service learning requirement by May 1 in order to receive a diploma.
Failing to meet the requirement:
If a student fails to complete the service learning requirement by May 1, he or she will be required to complete either one or two (however many remain) Independent Service Learning (ISL) projects over the summer. A student’s return in good standing to Episcopal is contingent upon successfully completing the service-learning requirement over the summer.
School Dances and Other Events
Several Upper School dances and social gatherings are planned at school each year. The following procedures are listed in order that all persons involved with the planning of these Upper School events (students, teachers, clubs or organizations) will better understand the School's expectations at these events.

a. All Upper School dances are for Episcopal students in grades 9-12 and individual guests in grades 9-12 or college.
b. Episcopal has a "closed dance" policy. Students bringing a guest to a dance must complete an Episcopal Dance Guest Registration Form to be turned in prior to the dance.
c. Formal dances will start at 8:30 p.m. and end at 11:00 p.m. The prom begins at 8:30 p.m. and ends at 11:30 p.m.
d. Students will not be admitted to a dance later than one-half hour after the event starts unless the student's parents request permission.
e. Once a student is in the dance, he/she MAY NOT leave and then return.
f. Before coming to the dance, students should make arrangements for rides home.
g. Students must remain at all dances other than the Junior/Senior Prom until 10:30 p.m. Students must remain at the Junior/Senior Prom until 11:00 p.m.

Publications
Accolade — the yearbook records significant aspects of life at Episcopal. The Accolade has deadlines throughout the School year. The yearbook is presented to each student in the fall of the subsequent year.

The Boulevard — the online publication features long-form Creative Nonfiction articles pertaining to the student experience at Episcopal, in Baton Rouge, and in the greater South Louisiana community. Traditionally, The Boulevard is published and available for perusal on the Episcopal website twice each semester. Each issue chooses a theme, and the individual narrative-based articles explore that theme in some way. Student writers use interviews, scene development, and literary devices to bring true stories to life.

The Troubadour — the literary magazine is composed of student's poems, fiction, essays, and artwork. The students work with a faculty advisor to publish the literary magazine annually.

Arts
Art Club — is available to students who are interested in art. Activities center on special art projects, field trips, and art exhibits. Meetings are monthly.

Stage Productions — at least one play and one musical are presented annually. Students who are not on academic probation are eligible to try out for parts in these productions and to participate in the stage crew. The productions are directed by a faculty member and a student director. Rehearsals take place during the afternoons for four to five weeks. The week prior to the actual production, rehearsals are in the evening.
Clubs and Other Organizations
Clubs are an active part of the Upper School experience. Many clubs have been in existence year after year while new ones get created each year. Some are more academic in nature; some are service-oriented, while others exist to establish a community of like-minded individuals. **All clubs must be chartered through the Upper School Office.** The Upper School Guidance Counselor and the Dean of Students oversee the process. Each fall, a Club Fair is hosted to offer students a chance to understand what each club has to offer. Club meetings rotate with Class meetings on Thursdays from 1 p.m. to 1:25 p.m., or as needed at other times.

The following is a list of many of the active clubs from recent years:

- Model United Nations
- Mock Trial
- Mosaic
- French Club
- Spanish Club
- Junior Classical League
- Robotics Club
- STEM Club
- Astronomy Club
- Beta Club
- Mu Alpha Theta
- Computer Service Club
- Fellowship of Christian Athletes
- Film Club
- Fan Club
- Grill Club
- Ukulele Club
- UKnighted
- Guitar Club
- Poetry Slam Team

The Senior Retreat
The Senior Class, along with the senior class advisors and class sponsor, have an annual retreat to a named location at the beginning of the school year at which the class participates in a number of bonding and spiritual activities leading to the senior class’ plan and direction under their leadership for the progress of the student community for the school year. All members of the senior class are expected to attend the program as a portion of the school requirements leading to graduation.
**Senior Privileges**

Recognizing that seniors, on the whole, are the most mature, responsible members of the student body, the school wishes to recognize their status by providing a few special privileges for them. They begin the year with the privileges listed and have the potential to earn others.

- Special dress code option (see Appendix 16 for specific guidelines)
- Seniors, only in good-standing with a free study during first period, may report to school before second period; and they may leave at the beginning of the last period of the day if they have a free study that period.
- Senior parking section in large gym lot
- Seating in front for Chapel and assemblies, they are first to depart
- College sweatshirts may be worn from the colleges to which a senior has applied
- Grade A- or above in a single semester course may earn an exemption from the exam at the teacher's discretion
- Grade A- or above in a full year course may earn an exemption from the final exam in the spring at the teacher's discretion
The following consequences are employed at the discretion of the Upper School Administration for violations of school rules and policies as appropriate.

**Cafeteria Duty**
Students will clean up the Cafeteria, Alumni House, and surrounding grounds for however many days assigned. More often than not, Cafeteria Duty will be assigned on a weekly basis. Duty will occur right after the lunch period during the 30-minute tutorial period that follows and under the supervision of a faculty/staff member.

**Detention**
When students have received a detention, the date will be assigned through the Divisional office and must be served on the assigned date. Upper School detentions will be served Monday and Thursday from 3:30 p.m. –  4:15p.m. Students who miss a detention will be assigned to Saturday School. Students will not be allowed to enter a detention late. While in detention, students must sit quietly reading or doing school work. Students may not have access to or use any electronic equipment. Students are not allowed to bring food or drink, and no sleeping is allowed. Failure to comply will result in additional consequences. Note all regulations that apply during regular school apply here also.

**Work Session**
Students may be assigned two hour or four hour work sessions. Students who have received a work session will need to report to the front of the VPAC by 8:00 a.m. wearing clothes appropriate for work in and around campus buildings. Students must not be late. Failure to comply will result in additional consequences. Note all regulations that apply during regular school apply here also.

**Saturday School**
Students who have received a Saturday School session will need to report to the front of the VPAC by 8:00 a.m. wearing their school uniform. Students will not be allowed to enter a Saturday School session late. While in Saturday School, students must sit quietly reading or doing school work. Students may not have access to or use any electronic equipment unless required by the assigning teacher. Students are not allowed to bring food or drink, and no sleeping is allowed. Failure to comply will result in additional consequences. Note all regulations that apply during regular school apply here also. Saturday School will end no sooner than 10:00 a.m.

**Administrative Leave**
At the discretion of the Division Head or Dean of Students, a student may be placed on administrative leave for a short period of time while an investigation is undertaken or when the administration believes that a short informal separation from the community is warranted.
**Suspension**
Suspension occurs when a student’s disruptive behavior negatively affects the student and/or the community. Thus, it is appropriate for the student to be temporarily removed from the school community. Students will be responsible for all academic work missed during their absence. For each day of suspension, the student will be required to perform five hours of community service. Proof of service must be submitted to the Dean of Students upon return to campus. The student will not be allowed to participate in any extra-curricular activities or attend any school-sponsored events during the days they are suspended. A suspension will automatically result in the student being placed on Disciplinary Probation for a specified period of time. College Counselors and students may be asked on application forms whether an applicant has been suspended; and, when asked, counselors will acknowledge the violation, and students are told to do the same. Should there be any significant changes in a student’s record after the applications have been filed, the College Counselors will report those changes to the applied colleges that require such notices.

**Expulsion**
Inappropriate, disruptive, or destructive behavior that negatively affects the student and/or the community may result in dismissal from Episcopal. The Head of School has the discretion to expel or ask a student to withdraw from Episcopal due to a serious breach of school regulations or for persistent minor infractions.

**Disciplinary Probation**
When a student has been suspended or has continually violated the behavior policy he/she will be placed on Disciplinary Probation. For a selected period of time, a student will have his or her behavior closely monitored by teachers, his or her Division Head, and the Dean of Students. The student’s extracurricular privileges may be removed and the student may not be able to attend any school-related events or participate in any school-sponsored field trips. The student will need to focus on what needs to be done to correct his or her actions and to improve his or her behavior. If behavior does not improve, expulsion will result.

**Re-enrollment**
Occasionally, it is necessary to withhold a student’s re-enrollment contract. In most cases, students who have had their re-enrollment contract withheld are given the opportunity to improve with close monitoring and re-evaluation throughout the remainder of the year. Various aspects of a student’s performance factor into such a decision, including but not limited, to his or her academic effort and performance, disciplinary record, citizenship, and attendance record. Failure to maintain a 2.0 GPA is grounds for separation in and of itself. Division Heads shall make a recommendation for separation to the Head of School to begin the process when a situation justifies such a finding and there is an absence of redeeming contributions to the school community.

**Other consequences**
Depending on the circumstances, other disciplinary or non-disciplinary responses may be required such as community service, counseling, research and essay, alcohol or drug assessment or testing, restitution, or whatever other disciplinary or responsive action the Head of School or Dean of Students may determine to be appropriate under the circumstances.
GENERAL INFORMATION

The School Day
Episcopal’s school day begins at 7:50 a.m. Middle school students arriving on campus prior to 7:30 a.m. should report to the Aldrich Library, where there is adult supervision. Aldrich Library opens at 7:00 a.m. each school day. Middle School locker halls will open at 7:30 a.m. There is a warning bell at 7:45 a.m. Students should arrive promptly and be ready to attend class. Students who need to check out early or who arrive after 7:50 a.m. must use the sign in/out pad in the Middle School office and must communicate with the Middle School Administrative Assistant.

Students in grades Pre-K-8 should be involved in an after school program under the direct supervision of an adult or signed in to Extended Care any time they remain on campus after the 3:20 dismissal. Students found in violation will receive disciplinary action.

Access to School Facilities
Access to school facilities by students for use of the school’s resources (classrooms, gymnasiums, Aldrich Library, and the like) is encouraged during the posted school hours, weekdays and on weekends with appropriate faculty, staff, or administrative supervision. Students are not permitted on the Episcopal campus using the school’s facilities or within school buildings or structures unless properly supervised by school personnel. Students should not enter or remain in a classroom or teacher’s office without permission. Students who access school facilities without permission or appropriate supervision are subject to disciplinary action.

Lockers
A locker in Penniman Hall or in the Middle School building will be assigned to each sixth, seventh and eighth grade student. Books, computers, cell phones, school materials, outerwear, P.E. clothing, and valuable personal property should be kept in the student locker. Lockers are to be maintained in a neat and orderly fashion and are subject to inspection. Students are responsible for having a lock on their lockers at all times. Students should buy their locks at Episcopal to ensure that they are using approved combination locks. Each Middle school girl will also have a locker assigned in the P.E. locker room and will need a lock for her P.E. locker as well.

Cell Phone Policy
There is a telephone in the Middle School office, which is available during the school day for emergency use. Students may bring cell phones to school for use after 3:20 p.m. Cell phones must be kept in student lockers and must be turned off during the school day (between 7:45 a.m. and 3:20 p.m.). Students carrying cell phones should submit a permission note from their parents to the Middle School Division Head. The permission form is available on the Middle School portal of our school website. Students who are discovered using the cell phones during the school day will have their phones confiscated and turned into the Division Head, who will assign disciplinary consequences according to the School’s Behavioral Policy.
As technology improves, the capabilities of cell phones increase. Many of our students now own phones with photo and video capabilities. This technology increases the potential for inappropriate technology use on campus ranging from academic dishonesty to embarrassment of students who are photographed without their permission or in situations in which they may feel vulnerable. Because of the availability of digital cameras on our campus for legitimate photography needs, students may not use their cell phones for taking photographs or video. Students need to be aware that taking photographs or video of any kind with cell phones is strictly prohibited on our campus. Students who violate this policy will face serious consequences.

**Lost and Found**
Lost and Found is located in a hallway closet in the Middle School office. Students who find lost articles should take them to the Lost and Found, where their owners can find and claim them. Students should clearly mark their uniforms and school supply items with their first and last names to facilitate return of lost items.
Episcopal operates on a two-semester academic calendar. Grades are determined on a numerical scale. Quarter and semester grades are reported on a letter basis. For sixth grade students, the semester grade is computed by averaging the two quarter grades. For seventh and eighth grade students, the semester grade is computed by averaging the two-quarter grades for 80% and the exam grade for 20%. Grade-point averages are determined on the four-point system. Numerical and grade-point equivalents are as follows:

<table>
<thead>
<tr>
<th>NUMBER GRADE</th>
<th>LETTER GRADE</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>93-97</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>63-66</td>
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</tr>
<tr>
<td>0-59</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Academic Honors**

Academic Honors are determined on the basis of quarterly and semester grades for the Middle School. Outstanding students may earn placement on the following Honor Roll lists:

<table>
<thead>
<tr>
<th>HONORS</th>
<th>GRADES 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School List</td>
<td>All grades A- and above</td>
</tr>
<tr>
<td>Division Head’s List</td>
<td>All grades B- and above</td>
</tr>
</tbody>
</table>

**Academic Probation:**

Middle School students with a quarterly or semester grade-point average below 2.00 will be placed on academic probation.
Parent Conferences
We welcome the scheduling of parent conferences with our Division Head, counselors, or teachers whenever parents have questions or concerns about their child’s progress. We request that parents schedule conferences in advance. They may contact individuals directly through their voice mailboxes or e-mail accounts. The Middle School Division Administrative Assistant also will be happy to help with scheduling. Any time parents visit campus, they should visit the Middle School office to check in and receive a visitor’s pass. It is not appropriate to visit the teachers’ classrooms for unscheduled conferences. Our teachers have busy days and need to be focused on their students during class and duty times. Scheduling in advance will enable them to give parents full attention in a conference setting.

Reporting absences
Parents of students who will be absent from school should call the middle school office (ext. 1122) to report the absence by 9:00 a.m. or may send an email to the Middle School Administrative Assistant’s email account. Parents are asked to provide physician’s documentation for any illness which requires a medical appointment. Physician documentation is necessary for illness resulting in three or more consecutive days of absence.

Homework
Homework is a regular component of our students’ education at Episcopal. Homework provides students with opportunities to practice skills, to review concepts and information that have been presented in the classroom, to read information prior to class discussion, to study effectively for assessments, and to develop independent work habits. Students should anticipate having homework assignments on a daily basis and over the weekends with reduced expectations for homework over holiday breaks. With the rotating schedule, students should expect to be assigned 15 – 30 minutes of homework per night in each course taken. On typical school nights, students should expect to spend approximately an hour and a half completing their homework. Time required might occasionally exceed that amount if test preparation or project completions are involved.

Homework assignments for students who are absent
Students who miss school should check their teachers’ course pages for homework assignments. If students cannot retrieve a document that is needed to complete homework, or if they have questions that are not addressed in information available on a teacher’s course page, they may contact the teacher directly through email.
ORGANIZATIONS AND OTHER ACTIVITIES

Grade Level Trips
During all three years of Middle School, the grade-level teaching teams plan a field trip experience for the grade level that they are teaching. In sixth grade, the trip generally takes place during the late spring and includes a day-long service learning and retreat experience. The sixth graders also may spend time, early in the school year, at the Solomon Episcopal Conference Center in Robert, LA, for a retreat experience that focuses on their class identity and on positive character qualities that they are developing, individually and as a class.

The seventh grade trip, typically scheduled in the spring semester, has been to a major southern city such as Memphis, Tennessee or Atlanta, Georgia, where students enjoy excursions to educational sites in the area, which connect to units from their American History, English, and Life Science courses. The trip sometimes also provides an opportunity for service through a relationship with St. Jude Children’s Research Hospital.

Our eighth graders look forward to a trip each fall to Mo Ranch’s Environmental Leadership Program in the hill country of Texas. This weeklong experience provides the students with opportunities to examine ways that they can be responsible stewards of the environment. They also develop group problem-solving and individual leadership skills to build self-confidence and stronger peer relationships through experiencing both low-elements and high ropes challenge courses.

Extracurricular Organizations
Extracurricular and leadership organizations for Middle School students include such activities as athletics, performing arts productions, Middle School Student Council, Student Vestry, Peer Leaders, Peer Mediators, world language clubs service clubs, Dance Ensemble, Art Club, Junior Thespians, Creative Writers’ Club, Middle School Pep Squad, and Students Working to Advance Technology (SWAT).

Officers for Middle School clubs and organizations are elected in the early part of first quarter. To be eligible to run for office, students must have achieved a grade point average of at least 2.0 in the previous semester. Middle School students may hold only one elected office each year.

Middle School cheerleaders are organized in the spring prior to their 8th grade year. To be eligible, a student must have at least a 2.0 grade-point average during second semester of seventh grade and commit to the guidelines established for the squad in the Cheer Squad constitution.

Interscholastic Athletics
Episcopal Middle School is committed to the importance of extra-curricular athletics, but will not compromise academic standards should they prove to be in conflict with athletics. Student athletes must maintain a quarterly cumulative “C” (2.0) average. Students who fall below a 2.0 average will have a warning period until the mid-point at the following grading period. They may practice and play during that warning period. If they do not achieve a grade point average of at least 2.0 at the quarter mid-point reporting time, they will lose their eligibility. Only one warning period is allowed each school year.

Boys may participate in cross-country, football, basketball, soccer, wrestling, swimming and track. Girls may participate in volleyball, soccer, basketball, cross-country, track, softball and swimming.
Athletic practices will last no longer than two hours, thus enabling students to use the late bus service to pick-up points. Arrangements for this bus service must be made with the Business Office.

The Middle School participates in a variety of athletic leagues. Skill, effort and attendance in practice, as well as attitude and court conduct will influence playing time. The 8th grade year is one of transition to a more competitive philosophy relative to playing time, as students prepare for Upper School athletics.

**Social Activities**

The Middle School encourages age-appropriate social activities to foster healthy social interaction and social skill development for young adolescents. Class field trips provide opportunities for both educational and social growth. The Middle School Student Council sponsors one school dance for 7th graders and two dances for 8th grade students. Students from other schools may not attend these dances. Sixth grade students often are uncomfortable with dance parties, and parents are encouraged to consider other social activities for these younger students. The School does not sponsor dance parties for 6th grade students.

If a student plans to host a private party for his/her classmates, we must insist that invitations not be distributed at school unless all members of the class are invited. Similarly, the school discourages the distribution of individual gifts at school. To avoid the painful feelings that can result when some students are excluded, we ask that students share individual gifts away from school.

**After-school Arrangements**

Students in grades 6 - 8 who remain on campus after 3:20 p.m. must be signed in to extended care or under the direct supervision of an athletic coach, a club sponsor, an arts director, or a teacher supervising a disciplinary or tutoring session. Students must be picked up promptly at the conclusion of these extracurricular activities or they must sign in to extended care until their parents arrive or until they are dismissed to board the late afternoon bus. Students who are in extended care very briefly following an athletic practice or arts performance rehearsal are not subject to the extended care fees.

Students may not leave campus to visit the homes of other Episcopal students without an invitation from the parents of those students or without their own parents’ permission. Students who leave campus to visit other students’ homes should be picked up at those residences and should not return to campus unless an adult supervisor accompanies them. Because Middle School students are not required to submit written permission to the school for their after-school social commitments, parents are encouraged to communicate with one another in advance about social arrangements for their children.

**Middle School students who attend athletic events on our campus after 3:25 p.m. must be accompanied by one of their parents or another responsible adult.**
At the heart of the Middle School discipline system is a commitment to the ideals of the Episcopal Code and its focus on honesty, trust, and respect for all members of the school community. As Middle School students navigate a very challenging period in their growth and development, the adults who guide and teach them at school have a responsibility to model caring and acceptance and to establish guidelines and boundaries that encourage the development of individual responsibility and self-control and the establishment of an orderly, engaging, positive, and productive learning environment. Parental support for the School’s Behavior Policy and discipline strategies is critical to our students’ and the school’s success.

Middle School teachers utilize a variety of classroom management strategies. A number of these are proactive in promoting positive goal-setting and describing ideal behaviors for an effective learning environment; others are reactive in providing structures or consequences which motivate students to understand the benefits of compliance with the school’s behavioral guidelines. Classroom management strategies that teachers may use include establishing class guidelines, modeling, re-directing, problem-solving, and individual conferencing.

Additional strategies will result in the loss of privileges for students as well as the opportunity to repair damage and restore respect. Support and guidance from the Middle School Counselor, the Division Head, and/or the Dean of Students will be necessary for some students as they work to improve their behavior. Categories of disciplinary offenses for Middle School students are located in Episcopal’s Behavior Policy on pages 34-43.

**Take a Break (in the classroom)**
Following a minor mistake, the student moves to a designated space in the classroom to reflect for a very brief period of time and to regroup prior to returning to full class participation.

**Take a Break (outside the classroom)**
Following a more significant classroom disruption, the student moves to another teacher’s classroom or to an office area adjacent to the classroom to take a longer break away from class. During this break time, he/she will complete a Reflect, Repair, Restore, Respect Plan. The student will confer briefly with the teacher to gain permission to reenter class.

**Four R (Reflect, Repair, Restore Respect) Plan**
During a break away from class or during an after-school disciplinary session, the student completes the Four R Plan which enables him to accept responsibility for his behavior, to repair damage involved by making appropriate apologies, and to plan for restoring and maintaining a respectful relationship with the community.

**Detentions**
Students receiving detentions and their parents will receive e-mail notification that includes the date when the detention should be served.

Detentions are held under the supervision of a teacher on Tuesdays and Thursdays. Students must serve for 30 minutes after school on the assigned day. During detention students will complete a
*Four R Plan* and write an apology letter to the person who assigned the detention and to any other person directly affected by their behavioral offense. Students may not have access to or use any electronic equipment. Students are not allowed to bring food or drink, and no sleeping is allowed. Failure to comply will result in additional consequences. Note: all regulations that apply during regular school apply here also. Following the detention, students may report late to athletic practice, may be picked up by parents in the carpool circle, or should sign into Extended Care.

Failure to serve an assigned detention will result in a work session. Accumulation of three detentions during a semester will result in a work session.

**Work Sessions**
Students receiving work sessions and their parents will receive e-mail notification, which includes the date when the work session should be served.

Work sessions are served on Monday afternoons from 3:25 p.m. – 5:00 p.m. in the room of the duty teacher. During work session, students will copy the School Honor Code, complete a *Four R Plan*, and write the appropriate apology letters for their offenses. They may also complete work tasks that are helpful to the duty teacher or the school. Students may not have access to or use any electronic equipment. Students are not allowed to bring food or drink, and no sleeping is allowed. Failure to comply will result in additional consequences. Note: all regulations that apply during regular school apply here also. Failure to serve a work session on the date that it is scheduled will result in the assignment of an additional work session.

At the conclusion of the work session, the student serving should meet his/her parent in the carpool circle or sign in to Extended Care.

Accumulation of three work sessions during a semester may result in the student’s serving a one-day suspension or in a review of the student’s disciplinary record by the Disciplinary Committee, who may recommend additional consequences.

**Dean’s Leave**
At the discretion of the Dean of Students, a student may be placed on Dean’s leave for a short period of time while an investigation is undertaken or when the Dean believes that a short informal separation from the community is warranted for a student to reflect upon, and ultimately alter, his or her daily conduct. During this time of leave, students are responsible for completing assigned class work and homework. Students may not be on campus or participate in any school activities until released from Leave.

**Suspension**
Most Middle School suspensions are out-of-school suspensions. Occasionally students may be asked to serve their suspensions in school and will serve in the Middle School office. The Division Head or the Dean of Students will contact the parents of a student needing to serve a suspension to assign a date when the student can be adequately supervised at home. The student will not be allowed to participate in any extra-curricular activities or attend any school-sponsored events during the days when he/she is suspended.
Prior to leaving school on the day preceding a suspension, the student must take responsibility for gathering both his/her in-class and homework assignments. These assignments should be completed during the suspension day and brought to the Division Head for review upon return to school. Tests and quizzes scheduled on the day of suspension will be taken in the Division Head’s office.

In addition to class assignments, the student will write an essay for the Division Head and the Dean of Students and may be required to write letters of apology for their behavioral offense. All students who are suspended will be placed on or Disciplinary Probation upon return to school. Students on or Disciplinary Probation will be closely monitored by the Dean of Students.

Other consequences
Depending on the circumstances, other disciplinary or nondisciplinary responses may be required such as community service, counseling, research and essay, alcohol or drug assessment or testing, restitution, or whatever other disciplinary or responsive action the Head of School or Dean of Students may determine to be appropriate under the circumstances.

**Reference to Episcopal’s Behavior Policy pages 34-43**
INFORMATION SPECIFIC TO THE LOWER SCHOOL  
GRADES PK3-5

GENERAL INFORMATION

The School Day
Instructional time is precious to us. In order to protect our learning environment, it is imperative that students be on time each day and stay for the entire day. Punctuality and accountability are traits that students will carry with them for life.

Pre-K3 Arrival- Only families of Pre-K3 students are authorized to drive around campus and park in the lot behind the playground. Drop-off is in the classroom from 7:25 a.m. through 7:45 a.m. and on the playground from 7:50 a.m. through 8:15 a.m. In the interest of maintaining a safe campus, congregating in the parking lot is not permitted.

Pre-K4-5 Arrival- Our school day begins at 7:50 a.m. Students are expected to arrive by 7:45 a.m.; doing so affords them the opportunity to successfully transition to the day. Students should only be dropped off in the carpool circle and not the boulevard or in the back parking lot. A student who arrives after 7:50 a.m. will be considered “tardy.” He or she should be walked to the office and signed in by a parent.

Students begin each day with Morning Meeting in the Greer Center. This special time includes a devotional, celebrating of birthdays, the Pledge of Allegiance, singing, and announcements. Morning Meeting is a vital part of the Lower School culture. It sets the tone for the day, reviews the expectations that guide our conduct and our learning, and helps to develop friendships beyond those in the regular classroom.

Pre-K3 Dismissal- Families of Pre-K3 students may enter the carpool circle at 2:45 p.m. for loading our three year olds by using their bright blue early-carpool tag. Those who have this tag but also have children in other grades will be asked to pull along the curb by Alumni House until our 3:20 p.m. dismissal. While waiting, families must remain in their vehicles.

Pre-K4-5 Dismissal- Our school day ends at 3:20 p.m. Students will be engaged in academic activities until the end of the day; therefore, families are not allowed to congregate in the hallways or go to the classrooms. To promote safety, parents should go through the carpool line to pick up their children. Students are not allowed to meet their parents outside of cars on the sidewalk near carpool line.

Afternoon Plans
Make sure that your child knows the afternoon plan before the school day begins. During the school day, teachers are teaching and do not always have the opportunity to check email before dismissal. A note sent to the teacher in the child’s planner is a reliable way to inform teachers and remind students. This will reduce stress for the child and will help us to ensure that we get the student where he/she needs to be. Only in the case of an emergency should a student receive “Change of Plans” messages during the day. If this is necessary, an email should be sent to your child’s teacher and the Division Assistant, Cassie Burley, at BurleyC@ehsbr.org.
Extended Care begins at 3:20 p.m. in the Greer Center and ends promptly at 6:00 p.m. For more information regarding Extended Care, please see the section titled Extended Care Program.

**Lost and Found**
Lost and Found will be located in the hall closet across from Room 3. Students who find lost articles should take them to the Lost and Found. Lost and found items will be held until the end of each quarter. Uniform items will be donated for the Used Uniform Sale. Other items will be donated. In order to reduce the amount of lost items, please mark all clothing, water bottles, and other personal items with your child’s first and last name.

**Parent/Teacher Conferences**
Parent/teacher conferences play a critical role throughout a child’s educational experience. They are opportunities for parents and teachers to share, learn, and work together as partners in a manner that supports and encourages each student to reach their highest potential academically, socially, and spiritually. Regular and ongoing communication is critical to the development and formation of this partnership.

There will be two formal conferences during the year giving parents and teachers the opportunity to discuss student strengths and academic needs. The first conference will be held in the fall, and the second conference will be in the spring. If concerns or questions arise at any time during the school year, you or your child’s teacher may request a conference.

Report card narratives will be included for the first and third nine week grading periods.
LOWER SCHOOL DISCIPLINE

High standards for behavior are expected of all Episcopal students. We expect to work with children as they progress toward becoming individuals who are cooperative, empathetic, assertive, responsible, and in control of their actions and reactions. Honesty and integrity in personal actions as well as tolerance toward and respect for others are goals we strive to accomplish. Adults working with Lower School students have a responsibility to model behaviors that help to develop a rich, engaging, and positive learning environment. We expect parents to share these goals and support our efforts. We adhere to the principals of Responsive Classroom, which emphasize social, emotional, and academic growth in a strong and safe school community.

On pages 34-43 of the Student/Parent Handbook, Episcopal has outlined examples of behavior violations that could occur. In the Lower School, we will incorporate the use of Behavior Reflections and Discipline Referrals as a means of addressing behaviors and communicating concerns with parents. They are described below.

**Behavior Reflections**
Behavior Reflections are designed to be a means of school to home communication. A student will receive a yellow Behavior Reference if he/she exhibits disruptive behavior. Excessive talking, walking around at inappropriate times, disturbing others, being disrespectful to others in the community, misusing materials and supplies, and ignoring directions are some examples of behavior that will be considered disruptive. The Behavior Reflection will include a space for students to reflect on their behavior as well as a section for parents to communicate with us. Behavior Reflections should be signed and returned to your child’s teacher the following day. An accumulation of five Behavior Reflections within one semester will result in a Discipline Referral.

**Discipline Referrals**
A student will receive a pink Discipline Referral if he/she exhibits behavior that violates our Honor Code. Using inappropriate language, cheating, plagiarizing, intimidating or harassing classmates, displaying physical violence or fighting, and misbehaving for a substitute teacher are some examples of more serious behavior. Students who receive a Discipline Referral will visit with the Lower School Counselor or Division Head, and an appropriate consequence will follow. In these instances, parents will be notified of the infractions.

**Detentions**
In order to support the behavioral development of our students and so they are better prepared for the transition from Lower School to Middle School, students in fourth and fifth grade can be assigned a detention. Detention will be served in the morning with students reporting to the Lower School office at 7:00am. Teachers will inform the child if they are expected to attend, and a school representative will notify parents.

Failure to serve an assigned detention will result in further consequences. Three detentions for any reason will prompt a conference with the family. Violations beyond the parent conference will result in suspension and could lead to dismissal from the school.
ATHLETICS AND OTHER ACTIVITIES

Athletic Activities
The following are Episcopal school sponsored programs:

a. 2nd-5th Grades: swimming intramurals (Spring)
b. 3rd-5th Grades: tennis intramurals (Fall)
c. 3rd & 4th Grades: volleyball intramurals (Spring)
d. 5th Grade: boys football (Fall) & girls volleyball (Spring) (School sponsored programs are subject to change based on facility & personnel availability)

Probation
Students in grades 4 and 5 must maintain a “C” average and good behavior to participate in extra-curricular activities like theater productions and sports. Averages are figured using academic grades only.

Birthdays/Parties
Before sending treats for your child’s birthday or other special occasions (like king cakes), please check with your child’s homeroom teacher. We appreciate a notice of such events.

We ask that invitations to off campus/ private parties not be delivered at school. Contact information for your child’s classmates can be found in the Episcopal Community Directory. If a student plans to host a private party for his/her classmates, we must insist that invitations not be distributed at school unless all members of the class are invited. Similarly, the school discourages the distribution of individual gifts at school. To avoid the painful feelings that can result when some students are excluded, we ask that students share individual gifts away from school.

Unfortunately, we are not able to accept deliveries and/or gifts for your child due to safety and operational concerns. Third party delivery persons will be turned away at the door.
HOMEWORK

Homework is a regular component of our students’ education at Episcopal. Successfully completing homework is an important skill for students to learn. Homework provides students an opportunity to practice skills and review learning that has taken place in the classroom while helping them foster independent work habits. Students are more invested in and responsible for their learning when they are successful at completing homework assignments.

The suggested amount of time a student should be engaged in homework is approximately 10 minutes per grade per night, and the work assigned should be able to be completed independently. Should a student experience difficulty with assigned tasks, we encourage the student and/or parent to discuss the difficulty with the teacher immediately so any re-teaching or other accommodations can be made. Signing student’s planner assures open communication regarding homework and other important happenings.

Parents and teachers must help students develop the skills necessary to be successful at completing homework. Helping students designate a time and place to complete their homework is essential to their success. We would recommend discussing various options with your child early in the year so that all involved can be prepared and ready for the homework assignments to come. Some ideas to consider would include location, time, materials and supplies necessary, and noise level.

Homework Assignments When Absent
Parents may call the School office and request assignments for their child. Please know that teachers do not expect children to work when they are very sick. Requests for homework assignments/textbooks should be made by 10:00 a.m. allowing the teachers an opportunity to complete the request form during their planning periods.

STUDENT PROGRESS AND GRADING

Teachers gain information about what a student knows in a variety of ways. Tests, quizzes, projects, writing, and presentations are just a few. Formative assessments monitor student performance and allow for feedback along the way. Enrichment and remediation are used to personalize instruction. Student work is sent home each Wednesday so that families can chart student progress. Another way to track student progress for students in grades 3-5 is in Whipple Hill. Detailed narratives for students in grades K–5 will be provided on student report cards following the first and third quarter.

Pre K-3 and Pre K-4. Students will be assessed throughout the year in the areas of language, social/emotional, math, fine motor, and gross motor development. Teachers will monitor the students’ growth as age-appropriate milestones in these areas are met. Parent/Teacher conferences will be held three times per year—fall, winter, and spring—to discuss students’ growth and development.

Grades K – 2. Students will be assessed each quarter using milestone checklists.

Grade 3. Checklists for science and social studies along with letter grades for reading, language arts, and math comprise third grade report cards each quarter.
**Grades 4.** Students receive letter grades in all major subjects including World Language each quarter. Rubrics will be used to evaluate student performance in enrichment classes.

Grade 5. **Students receive letter grades in all major subjects including World Language each quarter. Rubrics will be used to evaluate student performance in enrichment classes and PE.**
Grading System
Episcopal operates on a two-semester academic calendar. Grades are determined on a numerical scale. Quarter and semester grades are reported on a letter basis. Grade-point averages are determined on the four-point system. Numerical and grade-point equivalents are as follows:

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<td>D-</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
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</tbody>
</table>

Students in grades pre-kindergarten through second receive a report of progress of each grading period with no letter grades.

Academic Honors
Academic Honors are determined on the basis of yearly grades for the Lower School. Outstanding students may earn placement on the following lists:

<table>
<thead>
<tr>
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<td>All grades B- and above</td>
</tr>
</tbody>
</table>

Academic Probation
Lower School students with a quarterly grade-point average below 2.00 in their academic courses will be placed on academic probation.

Textbooks
Students will be assigned textbooks by their homeroom teacher on the first full day of school. Students are renting these books and should not write, mark, or draw in the books in any way. Consumable workbooks are owned by the students and may be written in. If a textbook receives more than routine wear and tear, a student may be asked to replace the book.
Appendix 1

Board of Trustees
2017-2018
Board Members with Terms

Mrs. Katheryn Flournoy*, Chair
Mr. Michael Ferachi*, Past Chair
Mr. David Laxton, III*, Treasurer
at Large
The Rev. Sharon Alexander*, Clergy Representative

Mrs. Katheryn Flournoy*, Chair
Mr. Chris Kiesel* ‘92, Vice Chair
Mr. Michael Ferachi*, Past Chair
Mrs. Kimberly LaMotte, Secretary
Mr. Tom D’Armond* ‘85, Member
at Large
Mr. Hugh McIntosh, Head of
School, (Ex-Officio & non-voting)

2015-2018

Mr. Tom D’Armond* ‘85 (1st term) Dr. Rubin Patel ’90 (2nd term)
Mrs. T’lane Field* (1st term) Mr. Sean Reilly ’79 (1st term)
Ms. Lucie Kantrow ’95 (1st term) Mr. Victor Stater* (1st term)
Mr. Andy McCracken* ’83 (1st term) Mr. Henry Thompson* (1st term)
Mr. Chuck Munro* (2nd term)

2016-2019

Mrs. Katheryn Flournoy* (2nd term) Mr. Matt Saurage* (2nd term)
Mrs. Kimberly LaMotte (2nd term) Mr. Robert Singletary* ’83 (1st term)
Mr. David Laxton III* (1st term) Mr. Ed Stauss* (2nd term)
Mr. Will Owens* (1st term) Mr. David Weinstein (1st term)

2017-2020

Mr. Richard Chauvin* ’72 (2nd term) Mrs. Gwen Graves* ’88 (1st term)
Mr. Michael Ferachi* (2nd term) Mr. Chris Kiesel* ’92 (2nd term)
Mr. Brace B. “Trey” Godfrey, III ’97 (1st term) Mrs. Moffett LeBlanc Strain* (1st term)

*Episcopalian

Ex-Officio Members

President of the Standing Committee, The Rev. Charles Bryan Owen* (voting)
Chancellor, Cove Geary* (non-voting)

Local: Interim Rector of St. James, The Very Rev. Joe Reynolds* (voting)
Rector of Trinity, The Rev. Sharon Alexander* (voting)
Head of School, Hugh McIntosh (non-voting)
Appendix 2

HEAD OF SCHOOL

Hugh M. McIntosh, B.S., Mississippi State University, Juris Doctorate, University of Virginia School of Law, Master of Divinity, Harvard Divinity School, Cambridge, Massachusetts

ADMINISTRATIVE COUNCIL

- Amanda Grace, Associate Head of School for Enrollment and External Affairs, B.A., Louisiana State University
- Bridget Henderson, Lower School Division Head, B.S., Louisiana State University, M.Ed., University of Louisiana
- The Rev. Kirkland “Skully” Knight, Senior Chaplain and Associate Head of School for Service Learning, B.A., Louisiana State University, Master of Divinity, Sewanee: The University of the South
- John Kojis, Director of Operations
- Spree MacDonald, Upper School Division Head, B.S., Northern Michigan University, M.A., Ph.D., Ohio University
- Becky Malik, Projects Director for the Head of School, B.S., M.H.S., Louisiana State University
- Jewel Reuter, Associate Head of School, Associate Head of School for Institutional Research, Academic Innovations, and Strategic Relations, B.S., Newcomb College, M.A., Tulane University, Ph.D., Louisiana State University
- Randy Richard, Athletic Director, B.S., Louisiana Tech University
- Lucy Smith, Middle School Division Head, B.A., Millsaps College, M.Ed., Louisiana State University
- Andy Spencer, Director of Advancement, B.A. University of North Carolina, Chapel Hill
- Mary Spencer, Dean of Students, B.A., Lawrence University
- Ashleigh Sweet, Chief Business Officer, B.S., Southeastern Louisiana University, C.P.A., Louisiana

STAFF

- Brett Bailey, Grounds Supervisor
- Mellie Bailey, Capital Campaign Director, B.S., Louisiana State University, M.A., Southeastern Louisiana University
- Kellie Bruce, Student Billing Manager, B.S., Southeastern Louisiana University
- Casie Burley, Lower School Administrative Assistant, B.S., Louisiana State University
- Delores Cabeceiras, Accounts Payable Manager
- Michelle Chenevert, Director of Technology, B.S., M.A., Louisiana State University
- Vito Cheong, Director of Marketing
- Amy Delaney, Writer/Editor, B.A., McNeese University
- Katie Ebey, Director of Tuition Assistance, B.S., Louisiana State University, M.B.A., Louisiana Tech University
- Shandi Fazely, Assistant Director of College Counseling, B.S., North Carolina State University
- Justin Fenske, Director of College Counseling, B.A., University of Michigan, M.Ed., Boston University
- Sarah Foret, Payroll and Benefits Manager
- Louis Gagliano, VPAC Facility Director and Technical Theater Director, B.A., Louisiana State University, M.F.A., Ohio University
- Debbie Hensen, Advancement Data Services Manager, B.S., M.L.I.S., Louisiana State University
- Dana Heuvel, Middle School Administrative Assistant
- Alicia Kelly, Middle School Counselor, B.S., M.S., Louisiana State University
- Jody Kennard, Associate Director of College Counseling, B.S., University of Vermont
- Tara Kojis, Administrative Assistant Manager of Operations, B.A., Franklin and Marshall College, PA M.S., University of North Texas
- Brad Larpenter, Network Administrator
- Steven Latuso, Systems Technician, B.A., M.B.A., Louisiana State University, M.A., University of Massachusetts
- Sara LeBlanc, Lower School Counselor, B.A., M.S.W., Louisiana State University
- Pat Mahon, Director of Nutrition, B.A., Louisiana State University, A.S., Culinary Institute of Baton Rouge
- Jodi Manton, Upper School Counselor, B.A., Southeastern Louisiana University, M.A., Louisiana State University
- James McCrary, Academic Technology Coordinator, B.A., Louisiana State University, M.Ed., Southeastern Louisiana University
- Kate McDuff, Development Operations Assistant, B.S. Springhill College
- Kristy McKenzie, School Nurse, A.A.S., Our Lady of the Lake
• Elena McPeak, Assistant Director of Admission, B.A., Washington University, M.E.M, Duke University
• Dana Messina, Admission Coordinator, B.A., Loyola University New Orleans, M.A., Tulane University
• Brenna Perez, Athletic Office Manager
• Angie Rabalais, Upper School Administrative Assistant
• Megan Redfield, Business Office Assistant for Special Projects, B.A., University of Texas
• Nancy Reynolds, Registrar and Systems Administrator, A.A., Del Mar College, B.B.A., Texas A&M University, M.B.A., Amber University
• Robin Talamo, School Counselor, Learning Support Services Director, B.A., Loyola University, M.A., Tulane University
• Tori Taylor, Director of Extended Care
• Katie Thompson, Director of Annual Giving and Stewardship, B.S., Louisiana State University
Appendix 3

FACULTY

- Shyamala Alapati, Middle School Science, B.A., University of California Berkeley
- Victoria Alvarez, Upper School Spanish, B.A., M.A., Ph.D., Autonomous University of Barcelona Spain
- Stephen Anderson, Math Department Chair and Upper School Math, B.S., M.A., Louisiana State University
- Amy Arceneaux, Lower School Third Grade, B.A., Guilford College
- Chris Beckman, Physical Education, B.A., Millsaps College, M.S., U.S. Sports Academy
- Emily Beckwith, Upper School Science, B.S., Texas A&M University, M.S., Louisiana State University
- Lauren Bilskie, Lower School Third Grade, B.S., University of Central Florida
- Geoff Birky, Middle School Math, B.S., M.A., Ph.D., University of Maryland
- Phil Bode, Full Time Substitute, B.S., Louisiana State University
- Andrea Bodron, Upper School English and Upper School Attendance Assistant, B.S., M.A., Mississippi State University
- Margaret Boudreaux, Lower School Fifth Grade English and Language Arts, B.A., Centenary College
- Travis Bourgeois, Physical Education, B.S., University of Alabama
- Nancy Callaway, Middle School Math, B.S., M.Ed., Louisiana State University
- Kristen Casing, Lower School PreKindergarten 3, B.S., Louisiana State University
- Christine Chrest, Middle and Upper School Dance, B.A., Point Park University, M.F.A., University of California, Irvine
- Giselle Cloutatre, Middle School Spanish, B.A., University of Puerto Rico
- Eddie Cole, Physical Education, B.S., M.S., Louisiana State University
- Elizabeth Crawford, Lower School Fourth Grade, B.A., Louisiana State University, M.A., University of Alabama
- Keely Griddle, Upper School Math and Science, B.S., James Madison University
- Renée Crousillac, Lower School Second Grade, B.S., M.A., Louisiana State University
- Virginia Day, Middle School Social Studies, B.A., Louisiana State University
- Karin deGravelles, Upper School English, B.A., Reed College, M.A., Ph.D., Louisiana State University
- Patricia Delony, Lower School Music, B.M.E., Louisiana State University
- Kelly Dickinson, Upper School Math, B.S., Louisiana State University, M.A., Northwestern
- Eric DiMari, Lower School Fifth Grade Science and Social Studies, B.S., State University College at Oneonta, M.Ed., Louisiana State University
- Kelly Dorris, Lower School Second Grade, B.S., Louisiana State University
- Erin Dufour, Lower School Kindergarten, B.S.G., Southeastern Louisiana University
- Kealy Duke, English Department Chair and Upper School English, B.A., University of Southern Mississippi, M.A., Temple University
- Claneyp Duplechin, Physical Education, B.S., M.Ed., Louisiana State University
- Angie B. Edwards, Upper School English, B.A., Baylor University, M.Ed., Louisiana State University
- Scott Engholm, Upper School English, B.A., University of Central Arkansas, M.A. University of Kentucky
- Melissa Estremera, Upper School Instigator, B.S., Case Western Reserve University, M.Ed., Regent University
- Sarah Fenske, Upper School Science, B.A., University of Michigan, Ph.D., Massachusetts Institute of Technology
- Paige Gagliano, Performing Arts Director, B.S., M.A., Louisiana State University
- Emily Godfrey, Lower School Second Grade, B.S., M.Ed., Louisiana State University
- Dianne Greer, Middle School Math, B.S., Louisiana State University
- Nancy Griffin, Lower School Fourth Grade, B.A., University of California
- Martha Guarisco, Middle School English, B.A., M.Ed., Louisiana State University
- Madeline Gugich, Physical Education, B.S., Louisiana State University
- Caroline Hagan, Lower School Art, B.F.A., Belmont University
- Heather Harpole, Lower School First Grade, B.S., M.A., Louisiana State University
- Heidi Hebert, Physical Education Department Chair and Physical Education, B.S., Mississippi College
- Sara Henderson, Lower School Kindergarten, B.S., M.Ed., Louisiana State University
- Stacy Hill, Middle School Science, B.A., Millsaps College, M.Ed., Louisiana State University
- Vincent Hoang, Upper School Social Studies, B.A., Louisiana State University
- Matt Holt, Director of Center for Service Learning and Upper School Religion, B.A., Louisiana State University
- Clara Howell, Upper School Social Studies, B.A., M.A., Louisiana State University
- Xiaoyue Jiang, Upper School Science, B.S., Renmin University of China, M.S., Chinese Academy of Sciences, M.E., Ph.D., University of Toronto
- Bill Jones, Physical Education, B.S. University of Southern Mississippi
• Nancy Kramm, Library Assistant, B.A., University of Minnesota
• Rebecca Kuhn, Social Studies Department Chair and Upper School Social Studies, B.A., Sterling College, M.A., University of Kansas, Ph.D., Florida Atlantic University
• Beth Lemoine, Middle School French, B.A., University of New Orleans, M.A., Louisiana State University
• Cory Lemoine, Lower School First Grade, B.S., Louisiana State University
• Georgina Lemoine, Lower School Spanish, B.S., M.Ed., Louisiana State University
• Dianne Madden, Middle School and Upper School Media Arts, B.A., Southeastern Louisiana University
• Dean Mannina, Physical Education and Athletic Trainer, B.A., Southeastern Louisiana University
• Rebecca Milligan, Middle School English, B.A., M.Ed., Louisiana State University
• Betsy Minton, Science, Math and Creativity Instigator, B.S., Bates College
• Joan Moroney, Upper School Math, B.S., North Carolina State University, M.A., Louisiana State University
• Karen Murchison, Lower School PreKindergarten 3, B.S., Louisiana State University, M.Ed., University of Arkansas
• Alan Newton, Director of the Writing Center and College Block Coordinator, B.A., University of North Carolina Chapel Hill, M.A., Michigan State University, M.Ed., University of Virginia, Ph.D., University of Kansas
• Samantha Oakley, Lower School Religion, B.S., Cumberland College, M.S.W., M.Div., Baylor University
• Julie Pace, Lower School PreKindergarten 4, B.A., M.Ed., Texas Christian University
• Shannon Pesson, Lower School Third Grade, B.A., Nicholls State University, M.Ed., University of New Orleans
• Laura Portwood, Lower School Religion, B.A., Southeastern Louisiana University
• Micheal Posey, Upper School Latin, B.A., Dartmouth College, M.A., Middlebury College
• Julien Prévost, World Languages Department Chair and Upper School French, B.A., University of Nancy, M.A., University of Cumbria, M.A., University of Lorraine
• Billy Pritchard, Upper School Social Studies, B.A., Centenary College, M.A., University of Mississippi
• Lisa Pritchard, Upper School English, B.A., Centenary College, M.A., University of Buffalo
• Sarah Pulliam, Science Department Chair and Upper School Science, B.S., Auburn University, M.Ed., Louisiana State University
• Sergio Ramos, Upper School Spanish, B.A., M.A., University of Las Palmas
• Sarah Reno, Lower School PreKindergarten 4, B.S., Louisiana Tech University
• Joe Reynolds, Middle and Upper School Drama, B.F.A., University of Texas, M.F.A., Yale University
• Thommy Rhea, Middle School Science, B.S., M.Ed., Louisiana State University
• Katy Riley, Middle School English, B.A., University of Arkansas, M.Ed., Loyola University
• Dyani Robarge, NuVu Fellow, B.S., Ohio State University, M.A.A.D., Carnegie Mellon University
• Amy Rome, Upper School Math, B.A., Winthrop University, M.A., Louisiana State University, J.D., University of Tennessee
• Russell Roper, Interim Visual and Performing Arts Department Chair, Middle and Upper School Art, B.A., M.Ed., Louisiana State University
• Nathalie Roy, Middle School Latin, B.A., M.A., Louisiana State University
• Carolina Ruiz, Lower and Middle School Spanish, B.S., Florida International University
• Miriam Segovia, Lower School Spanish, B.A., Universidad Nacional de San Antonio Abad del Cusco
• Carter Smith, Director of Choral Activities, B.M., M.M., Louisiana State University
• Lindsay Smith, Lower School PreKindergarten 4, B.S., Louisiana State University
• Hester Soffranko, Upper School Math, B.S., M.A.S., Louisiana State University
• Kristina St. George, Middle School Social Studies, B.A., Louisiana State University, M.Ed. Northwestern State University
• Wally Stevens, Upper School Math, B.S., M.B.A., Louisiana State University
• Katie Sutcliffe, Director of the Honors Diploma Program, B.A., DePauw University, M.F.A., University of Pittsburgh
• Christy Talbot, Lower School Fifth Grade Mathematics, B.S., M.Ed., Louisiana State University
• Paul Taranto, Band Director and Instrumental Music, B.M., Louisiana State University
• Kate Trepagnier, Upper School Art, B.F.A., M.F.A., Louisiana State University
• Mary-Kathryn Vey, Lower School First Grade, B.A., B.S., University of Mississippi
• Jennifer Vu, Upper School Social Studies, B.A. Louisiana State University
• Taylor Walker, Physical Education, B.S., Southeastern Louisiana University
• Edwin Way, Upper School Social Studies, B.A., Swarthmore College, M.A., University of Oregon, M.A., Indiana University
• Julie Weaver, Middle School Social Studies, B.A., Louisiana State University, Louisiana Bar, Georgia Bar
• Tiffany Whitehead, Library Director, B.S., Southeastern Louisiana University, M.Ed., Northwestern State University of Louisiana
• Jimmy Williams, Assistant Athletic Director and Physical Education, B.S., Vanderbilt University
• Donna Willis, Lower School Kindergarten, B.S., Louisiana State University
• Nicole Windmon, Upper School Science, B.S., Florida Atlantic University, Ph.D., University of Notre Dame
• Rosalyn Won, Lower School Fourth Grade, B.A., Whitman College, M.A., New York University
• Catherine Word, Lower School Librarian, B.S., University of Alabama, M.L.I.S., Louisiana State University
Department Chairs

Kealy Duke..................................................................................................................English
Russell Roper..............................................................................................................Fine Arts
Julien Prévost..............................................................................................................Foreign Language
Tiffany Whitehead........................................................................................................Library
Stephen Anderson.......................................................................................................Mathematics
Heidi Hebert................................................................................................................Physical Education
The Rev. Skully Knight................................................................................................Religion
Sarah Pulliam..............................................................................................................Science
Dr. Rebecca Kuhn.........................................................................................................Social Studies
Appendix 4

The Parents’ Guild
2017 – 2018

Executive Committee:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Presidents:</td>
<td>Leslie Berg &amp; Amanda Vincent</td>
</tr>
<tr>
<td>Co-Vice-Presidents:</td>
<td>Kennan Bruser &amp; Betsy Edwards</td>
</tr>
<tr>
<td>Secretary:</td>
<td>Jennifer Melancon</td>
</tr>
<tr>
<td>Treasurer:</td>
<td>Katie Ebey</td>
</tr>
<tr>
<td>Website/Communication:</td>
<td>Amy Binck</td>
</tr>
<tr>
<td>Upper School Coordinator:</td>
<td>Aimee Broussard</td>
</tr>
<tr>
<td>Middle School Coordinator:</td>
<td>Kelli Schumacher</td>
</tr>
<tr>
<td>Lower School Coordinator:</td>
<td>Jenny Civello</td>
</tr>
<tr>
<td>Assistant Lower School Coordinator:</td>
<td>Currie Mullins</td>
</tr>
<tr>
<td>Past Presidents:</td>
<td>Candy Be &amp; Susan Love</td>
</tr>
</tbody>
</table>

Parents’ Guild Activities & Chairmen:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Chairman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altar Guild</td>
<td>Andrea Bodron</td>
</tr>
<tr>
<td>Appreciation Week</td>
<td>Leah Duval &amp; Drue McLean</td>
</tr>
<tr>
<td>Back To School Nights</td>
<td>Linda Gibson &amp; Lauren Williams</td>
</tr>
<tr>
<td>Book Fair</td>
<td>Christen Losey Gregg &amp; Stephanie Lambert</td>
</tr>
<tr>
<td>Cafeteria Tray Helpers</td>
<td>Nicole Chauvin</td>
</tr>
<tr>
<td>Care Team</td>
<td>Yaël Doerr &amp; Charlene Thompson</td>
</tr>
<tr>
<td>Directory</td>
<td>Laura Portwood &amp; Nicole Wester</td>
</tr>
<tr>
<td>E-Gear</td>
<td>Kelly Fasullo, Kelli McCoy, Kimberly LaMotte</td>
</tr>
<tr>
<td>Faculty Socials</td>
<td>Tricia Bruno</td>
</tr>
<tr>
<td>Karnival Night</td>
<td>Tracie Hiles &amp; Kori Thomas</td>
</tr>
<tr>
<td>Lemonade Stand</td>
<td>Jerisse Grantham</td>
</tr>
<tr>
<td>New Parent Social</td>
<td>Caroline Dupuis &amp; Lisa Montaggioni</td>
</tr>
<tr>
<td>New Student Socials</td>
<td></td>
</tr>
<tr>
<td>PreK3, PreK4 and K:</td>
<td>Nikki Danos &amp; Caroline Flettrich</td>
</tr>
<tr>
<td>Lower School</td>
<td>Nikk Crawford, Heather Kirkpatrick &amp; Gina Tharp</td>
</tr>
<tr>
<td>Middle School</td>
<td>Leanne Palma, Kelli Pennington &amp; Shari Sharpless</td>
</tr>
<tr>
<td>Pizza Sales</td>
<td>Ashley Lambert &amp; Jennifer Whittington</td>
</tr>
<tr>
<td>Pre-Orientation Sales &amp; Parking Raffle</td>
<td>Kennan Bruser &amp; Betsy Edwards</td>
</tr>
<tr>
<td>Raising Cane’s Sales</td>
<td>Charles Barney &amp; Dana Barney</td>
</tr>
<tr>
<td>Rebates</td>
<td>Casie Burley</td>
</tr>
<tr>
<td>School Supplies</td>
<td>Brooke Dynes</td>
</tr>
<tr>
<td>Teacher Terrific Tuesday Coordinator</td>
<td>Caroline Dupuis &amp; Leanne Palma</td>
</tr>
<tr>
<td>Used Uniform Sales</td>
<td>Stacy Dampf &amp; Shelly Fallin</td>
</tr>
</tbody>
</table>
The Episcopal Squires Club

The Episcopal Squires Club is a service organization that supports the school's entire athletic program. Members of Squires provide the extra support that helps make participation in Episcopal athletics an even more rewarding experience for our student athletes. The Squires fund "Spirit" activities for our students. They also provide special financial support for the 18 varsity sports, allowing coaches to purchase those items which enhance the athletic program but fall outside of the normal operating budget.

Presidents: Stacy & Kelly Root
Past Presidents: Megan & Andy McKracken
Communication Chairs: Yvonne & Jonathan Holloway
Faculty-Liaison Chair: Laura Portwood
Membership Chairs: Rachel & Paul Garrett
Merchandise Chairs: Stephanie & David Honeycutt, Kate & Tommy Besselman
Program Chairs: Stacy & Kelly Root
Special Event Chairs: Jennifer & Tony Gregoire, Amanda & Philip LeBlanc, Shannon & Trey Thaxton
Treasurers: Jessica & Jeff Wood

A significant portion of funds raised by Squires comes from our annual membership drive, so join today at www.episcopalbr.org

<table>
<thead>
<tr>
<th>Membership</th>
<th>Fee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Membership</td>
<td>$150.00</td>
<td>Free admission for 2 adults to all HOME athletic events &amp; 2 Squires member car decals</td>
</tr>
<tr>
<td>Individual Membership</td>
<td>$80.00</td>
<td>Free admission for 1 adult to all HOME athletic events &amp; a Squires member car decal</td>
</tr>
<tr>
<td>Faculty Spouse Membership</td>
<td>$50.00</td>
<td>Free admission for 1 adult to all HOME athletic events &amp; a Squires member car decal</td>
</tr>
</tbody>
</table>

Membership does not cover entry to away games, tournaments, or playoff games.
Appendix 6

THE eFUND – The Margin of Excellence

The eFund provides unrestricted gifts to the current year’s operations. It is Episcopal’s most important giving priority. The participation of alumni, parents, grandparents, parents of alumni, and friends of the School is critical and reflects one’s belief in all that happens here. The eFund is the difference between a good or great school and an excellent school.

Without The eFund, things would be very different at Episcopal:
- fewer teachers, might mean more students/classroom,
- academic and co-curricular offerings might be decreased,
- the ability to attract, develop, and retain excellent teachers would suffer, and
- deferred maintenance and cleaning.

With a strong eFund, Episcopal offers excellence in breadth and depth of opportunities:
- faculty/staff professional development,
- competitive salaries and benefits,
- cutting edge technology, and
- strong and numerous fine arts and athletic offerings from PK-12.

Gifts to The eFund, large and small, make possible the enhanced resources and programs that make each student’s education unique and powerful. And you can direct your gift to a particular area through The eFund Family of Funds – Area of Greatest Need, Arts, Athletics, Education/Academics, Spirituality and Service Learning, and Technology.

All Episcopal families and community members are asked to support The eFund. All gifts to The eFund are tax-deductible as allowed by law. The eFund year corresponds to the School’s fiscal year, beginning on July 1 with payments due by June 30 the following year.

Giving Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Gifts</th>
<th>Young Alumni Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founder’s Circle*</td>
<td>Gifts of $25,000+</td>
<td>Gifts of $100+</td>
</tr>
<tr>
<td>Webster Society*</td>
<td>Gifts of $10,000-$24,999</td>
<td>(Classes of 2008-2017)</td>
</tr>
<tr>
<td>Trustees’ Circle*</td>
<td>Gifts of $5,000-$9,999</td>
<td></td>
</tr>
<tr>
<td>Fellows*</td>
<td>Gifts of $3,000-$4,999</td>
<td></td>
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<tr>
<td>Associates*</td>
<td>Gifts of $2,000-$2,999</td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td>Gifts up to $249</td>
<td></td>
</tr>
<tr>
<td>Knights</td>
<td>Gifts of $750-$1,999</td>
<td></td>
</tr>
<tr>
<td>Blue &amp; Gold Stewards</td>
<td>Gifts of $250-$749</td>
<td></td>
</tr>
</tbody>
</table>
*Donors at the Associates' level and above will receive an invitation to the Annual Leadership Donor event in 2018.

*For those who contribute $5,000 or more to technology, a limited number of Louisiana State Tax Credits are available.

Membership in The 1965 Society is reserved for those who make gifts to The eFund, at any level ($1 and up), in two consecutive years.
Appendix 7

2017-2018 Student Leadership

<table>
<thead>
<tr>
<th>Student Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
</tr>
<tr>
<td>Vice President</td>
</tr>
<tr>
<td>Treasurer</td>
</tr>
<tr>
<td>Secretary</td>
</tr>
<tr>
<td>Member at Large (9-10)</td>
</tr>
<tr>
<td>Member at Large (11-12)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2018</td>
</tr>
<tr>
<td>Class of 2019</td>
</tr>
<tr>
<td>Class of 2020</td>
</tr>
<tr>
<td>Class of 2021</td>
</tr>
<tr>
<td>President</td>
</tr>
<tr>
<td>Vice President</td>
</tr>
<tr>
<td>Treasurer</td>
</tr>
<tr>
<td>Secretary</td>
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<tr>
<td>Class of 2018</td>
</tr>
<tr>
<td>Class of 2019</td>
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<tr>
<td>Class of 2020</td>
</tr>
<tr>
<td>Class of 2021</td>
</tr>
<tr>
<td>President</td>
</tr>
<tr>
<td>Vice President</td>
</tr>
<tr>
<td>Treasurer</td>
</tr>
<tr>
<td>Secretary</td>
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<tr>
<td>Class of 2018</td>
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<tr>
<td>Class of 2019</td>
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<tr>
<td>Class of 2020</td>
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<tr>
<td>Class of 2021</td>
</tr>
<tr>
<td>President</td>
</tr>
<tr>
<td>Vice President</td>
</tr>
<tr>
<td>Treasurer</td>
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Appendix 8

A RESOLUTION OF THE EPISCOPAL BOARD OF TRUSTEES
RESPECT FOR OUR HUMAN DIGNITY
Adopted June 2001

Episcopal School is an institution of the Episcopal Church and is obedient to the religious, ethical, and moral teachings of the church. The Baptismal covenant of the Episcopal Church includes a commitment to strive for justice and peace among all people and to respect the dignity and freedom of every human being.

Episcopal School has always had non-discriminatory policies and the blessing of diversity among its faculty, staff, and students. Academic excellence thrives on differences in experience, attitudes, interests, hopes, and dreams. Tolerance of these differences is an important part of the Episcopal experience.

This standard of tolerance and respect does not infer acceptance of behavior that within the context of an Episcopal school would seem immoral or unprofessional.

The following rules of respectful conduct are expected to be followed. Appropriate disciplinary action will be taken if they are not. This action may include expulsion or, in the case of an employee, dismissal. This list is not intended to be exclusive.

1. Inappropriate public displays of affection or other sexual activity are not allowed on campus or at any school-sponsored function.
2. All employees are expected to refrain from publicly discussing issues concerning their own sexual practice, sexual preference, or sexual orientation.
3. All members of the School community are expected to refrain from using language that contains racial and ethnic slurs, derogatory comments about physical appearance, or sexually offensive words or remarks.
4. All employees are expected to refrain from discussing the private lives of other members of the School community with other employees, parents, or students.
5. Discussions of issues of sexuality should be guided by the Policy of the Board of Trustees regarding sexual education which upholds the morals of the Episcopal Church and supports the standard of sexual abstinence.
6. All employees will be expected to complete a course as prescribed by the Diocese of the Episcopal Church of Louisiana covering sexual misconduct.
7. Sexually aggressive behavior on the part of any employee toward a student or other employee will be cause for dismissal.
8. Incidents occurring off campus, which bring into public view behavior inconsistent with the values of Episcopal, will be neither tolerated nor accepted.
Appendix 9

A RESOLUTION OF THE EPISCOPAL BOARD OF TRUSTEES
REGARDING SEXUALITY EDUCATION AT EPISCOPAL
Adopted May 2002

At Episcopal, education is seen as a process that touches the whole person, not just the intellect. The study of human sexuality is therefore an element of the curriculum in each of the School’s three divisions.

As with any other subject, material about sexuality is taught in an age-appropriate manner that is responsive to the social and emotional dimensions of each stage of personal development. The curriculum is planned so as to present younger students with more information than they are prepared to assimilate, but also to ensure that, as they grow older, students are equipped to deal thoroughly and responsibly with this vital area of their lives.

Since Episcopal is a church-related institution, instruction about sexuality is rooted in the Christian moral vision which is an integral part of our cultural and spiritual inheritance. Sex is a gift from God but is revealed as such only within the supportive context of marriage. Abstinence from sexual intercourse outside of marriage is held up to students as an aspiration that is both worthwhile and fully attainable. The curriculum is not “values free.”

Without compromising the standard of abstinence, instruction attempts to enable students to deal responsibly with the medical and psychological implications of decisions they make. Factual information about pregnancy prevention and sexually-transmitted diseases, including HIV, is provided.

Because of the sensitive nature of this subject, parents are invited and encouraged to take an active role in the educational process at all levels. Parents will be notified well in advance of instructional units that deal with sexuality, and all classroom materials are available for inspection by parents before they are used. Free and open communication between Episcopal, its students and their parents is crucial to the success of Episcopal’s sexuality education program.
Appendix 10

EPISCOPAL BOARD OF TRUSTEES POLICY REGARDING AIDS/HIV AND OTHER INFECTIOUS ILLNESSES

Episcopal recognizes that serious infectious illnesses, such as Acquired Immune Deficiency Syndrome (AIDS) and its related conditions, have a deep impact on those who contract such conditions. The School also recognizes that both employees and students who contract such illnesses may wish to continue their employment or education at the School. The School is committed to assisting them in doing so, where possible. Episcopal is also committed to satisfying its obligation to provide a safe and effective academic, social, athletic, and working environment for its students, employees, and visitors.

With these principles in mind, the School has established the following policy for students and employees with infectious illnesses. Although this policy focuses on AIDS, it is also intended to apply, as appropriate, to other infectious illnesses.

Because the best course of action for dealing with an illness may vary from case to case, this policy attempts only to outline the School’s general approach to infectious illnesses, since each case must be addressed individually.

I. General Policies

- Episcopal complies with all federal, state, and local laws and regulations regarding AIDS, as well as Diocesan guidelines.
- The School makes a concerted effort to provide ongoing AIDS education to its students and employees. As part of this effort, the School makes available information regarding its AIDS policy. In addition, the School provides information about the nature of the disease and how it is (and is not) transmitted. This information places special emphasis on methods for preventing the spread of AIDS. New arrivals at the School, both students and employees will be advised during their orientation of the School’s AIDS policy and the availability of information on AIDS.
- It is the policy of Episcopal that employees and students who have contracted AIDS or other infectious diseases shall not be discriminated against or harassed on the basis of their condition. Any student or employee who does not adhere to this policy shall be subject to disciplinary action. Furthermore, it is the policy of the School that individuals with AIDS or other infectious illnesses be treated with compassion and understanding.
- Episcopal holds all medical information, which it receives about the medical condition of an employee or student with AIDS, in confidence. This means that the School restricts access to such information to those with a legitimate need for such information. An exception to this rule will be allowed when the employee or student with AIDS authorizes wider disclosure of such information. Because the individuals with a need to have access to such information will vary from case to case, the Head of School will decide in each case whom to inform. Individuals who thereby gain access to this information are themselves expected to keep the information confidential in accordance with this policy and applicable law.
- Episcopal may from time to time change or discontinue this policy or adopt a new policy with respect to this subject, as it determines medical opinion or other circumstances warrant.

II. Employee with AIDS

- The School recommends strongly that employees who suspect they might have contracted AIDS or other infectious illness take a test for the virus. In addition, employees with AIDS or
other infectious illnesses are encouraged to inform the Head of School of their illnesses so that the School can effectively implement the provisions of this policy.

- In order to determine the nature and extent of any necessary accommodation or limitation on activity, the School may require statements from the employee’s attending physician regarding the employee’s condition. The School will review, on an ongoing basis, the employee’s condition to determine whether further accommodation is needed or possible, whether the employee is able to perform the essential functions of his or her job, and whether the employee’s condition presents a risk of transmission.

- Episcopal treats AIDS in the same manner as other illnesses in terms of its employment policies and does not unlawfully discriminate against employees with AIDS with respect to their eligibility to participate in the employee benefit plans.

III. Students with AIDS

- Students with AIDS or other infectious illnesses are required to inform the Head of School or School Nurse of their condition so that the School can effectively implement the provisions of this policy. In order to determine the nature and extent of any necessary accommodation or limitation on activity, the School may require statements from the student’s attending physician regarding the student’s condition. The School will review, on an ongoing basis, the student’s condition to determine whether further accommodation is needed or possible, whether the student is able to adequately benefit from the School’s services, and whether the student’s condition presents a risk of transmission.

- The School will make reasonable modifications in its policies, practices, and procedures in order to allow a student with AIDS to benefit from the academic and other services offered by the School, so long as the modifications do not fundamentally alter the nature of the service that the School provides. In addition, the School will provide whatever auxiliary aids and services may be required to allow a student to benefit from the School’s services, as long as the provision of such auxiliary aids and services does not constitute an undue burden on the School or fundamentally alter the nature of the service that the School provides.

- A student with AIDS will be allowed to remain at the School as long as his or her medical condition allows him or her to perform, with the aid of the aforementioned modifications and/or auxiliary aids and services up to the School’s standards and does not present a health or safety risk to other students, faculty, or staff. While enrolled in school, a student with AIDS will be allowed to partake fully and equally in the educational, social, and extracurricular activities offered by the School, as long as such participation does not present a health or safety risk to the student, other students, faculty, staff, or third parties.

IV. Head Lice Policy

- Students with head lice must be treated before their return to school. Parents are asked to notify the School nurse, should they discover the problem. The School nurse will check and re-check infected students and can diagnose other students who parents or teachers suspect may be infected.

- Head lice are easily cured, although the treatment and disinfecting process are tedious. The most important thing is for parents to treat the child immediately, disinfect the house, retreat as directed, and check for any signs of reinfestation. Children who are not treated may not attend school.
Appendix 11

SCHOOL POLICY ON THREATS/INTIMIDATION/HARRASSMENT
Conduct Generally Described as Bullying
Adopted June 2002

Students, parents, faculty, and guests shall treat one another with civility, respect and courtesy in conformity with the Episcopal Code. Therefore, such actions as threats, intimidation, or harassment are not permitted.

Anyone observing or having knowledge of such conduct shall report it to an appropriate school representative. The representative shall report the matter immediately to the appropriate division head or directly to the Head of School and shall also take reasonable precautions to keep the parties separate until the division head or Head of School has determined that no credible threat exists.

The division head will confer with the Head of School. They may, in turn, involve the School counselors and/or Dean of Students, and may, if necessary, seek outside advice from the appropriate law enforcement authorities, the School's attorney, or a mental health professional. The Head of School will then determine an appropriate course of action that may include referral to the Honor Council, discipline imposed by the School’s administration and/or counseling of the parties involved. There shall be no retaliation for a good faith report.

See Appendix 14, Protocol for Threats/Intimidation/Harassment/Conduct Generally Described As Bullying
Appendix 12

SCHOOL POLICY ON PARENTAL DISRUPTION

Adopted June 2004

- **Divorce or Separation**
  
  When a child's parents are divorced or separated, it is the school's policy to include both parents in the school directory and to provide equal access to all student mailings, including report cards, and activities to both parents, unless the school is served with a certified written court order to do otherwise. The school will not take either parent's side or become involved in visitation, custody, or similar matters involving the student.

- **General Parental Disruption**
  
  The school strives to work with a student's parents in the best interest of each child. However, if, in the sole opinion of the school, a situation between or among the parents and the school adversely affects the school's ability to fulfill its obligations pursuant to the Enrollment Contract or to conduct school affairs (regardless of whether the situation is related to a divorce or separation of the child's parents), the parents will be required to withdraw the student immediately from the school. The parents will still be responsible for all fees set forth in the Enrollment Contract.
Appendix 13

EPISCOPAL STUDENT RESPONSIBLE USE POLICY

Episcopal High School recognizes that as telecommunications and other technologies change, there will be a shift in the ways in which information may be accessed, communicated, and transferred by members of our society. Methods of instruction and student learning will also change. Guidelines are provided below to make all Episcopal technology users aware of the responsibilities that they accept when they use Episcopal's technology resources. In general, what is required is efficient, ethical, and legal utilization of technology resources on the Episcopal campus - use that is respectful of the rights of all users in the Episcopal school community. The Responsible Use Policy is an extension of the school’s Honor Code, and general school rules for behavior apply. A signature on the School’s Enrollment Contract indicates that the signed party has read the terms and conditions of use, understands their significance, and agrees to abide by the terms.

Guidelines for Responsible Use of Technology

Appropriate Use of Technology Resources: Episcopal provides technology resources to support the pursuit of educational excellence by its students. Within the school environment, these resources are to be used to conduct research, to support classroom activities, and to engage in self-discovery activities that are consistent with the educational goals and mission of the school. Uses that might be acceptable in another environment may not be acceptable in this system because of its limited educational purpose.

Use of Technology Resources: The use of technology resources at Episcopal is a privilege, not a right.

Procedure for Reporting Inadvertent Inappropriate Use: If a user inadvertently uses a technology resource inappropriately, the user is responsible for immediately notifying a teacher, a librarian, or an administrator of the mistake. Failure to report unintentional misuse will result in the incident's being considered an intentional violation.

The Use of Personal Devices: Students who bring their privately-owned electronic device to school are personally responsible for the equipment. Responsibility for the maintenance and repair of the equipment rests solely with the student. Any damage to the equipment is the responsibility of the student. No privately-owned computers or devices defined as such may be attached to the Episcopal High School network except to the public side of the network as prescribed by the technology department. All privately-owned computing devices attached and/or connected to the school’s network (even wirelessly) are treated as school owned devices. Any device that can connect in any way to our network is considered a computing device under this policy. Any mobile device brought on campus is deemed an educational use-only device and should remain turned off and stored unless being used on the school’s wireless for classwork and specifically directed by the teacher.

Unacceptable Use of Technology:
Episcopal seeks to protect the civil, personal, and property rights of those individuals using school technology resources and regards the following technology use as unacceptable:

Accessing Information Which Does Not Support Educational Purposes:
• Sexually explicit sites
• Hate or discrimination sites
• Sites that promote violence or illegal activities
• Sites that promote or support academic dishonesty
• Any Social Media site when not used for a teacher-led assignment where the teacher has prior approval
• Use of proxies or anonymizers to access sites to circumvent any network security measures Episcopal has in place
• Use of personal cellular hotspot devices. Any Wi-Fi needed should go through the school provided wireless access
• Any mobile device brought on campus is deemed an educational use-only device and should remain turned off and stored unless being used on the school’s wireless for classwork as specifically directed by the teacher

Publishing (Sending, Forwarding, Posting): Inappropriate Information:
• Communications containing language that is obscene, profane, sexually explicit, lewd, vulgar, rude, disrespectful, threatening, or inflammatory
• Communications containing harassment, personal attacks (including prejudicial or discriminatory), or hate mail (spreading false or defamatory material about a person or organization). This also includes any form of cyber bullying
• Sending (including forwarding) chain letters or spam (annoying or unnecessary messages to large numbers of people)
• Posting to personal web pages in a way that connect students to Episcopal High School (including pictures or video)
• Using references to Episcopal on any unauthorized web pages

Abusing Technology Resources:
• Using the network in ways that disrupts network use by others
• Using the network to engage in illegal activity
• Changing, rearranging, adding, or deleting desktop and software settings on school resources
• Downloading, installing, or storing unauthorized software on school systems
• Downloading and/or storing information not pertinent to classroom activities
• Changing rights or permissions even within a student’s folder
• Downloading or storing files or other information on the hard drive of a school computer rather than the approved network location (this includes but is not limited to files, videos, graphics, programs, Internet shortcuts, or student-created material)
• Wasting finite resources; i.e., print cartridges and paper by printing unnecessarily, bandwidth or data storage by downloading or storing unnecessary content
• Using school technology resources to conduct a business or for other unauthorized commercial gain
• Using school provided services to sign up for any services not approved by Episcopal
• Disconnecting or taking cables, mice or other accessories, (this includes vandalizing, damaging, or disabling equipment, software or data)
• Playing video games (this includes all games, including online educational games that are not part of a classroom assignment)
• Using any personal technology for non-academic purposes without permission during school hours
• Using any school provided technology for non-academic purposes without permission at any time

Safety and Security Issues:
• Failing to keep personal passwords confidential
• Failing to log off when finished using a workstation
• Using the password of another person
• Misrepresenting yourself or someone else online
• Disclosing photographs, video, audio or other personal information, such as names, addresses, or phone numbers, online for the school, for oneself or for others without school permission
• Entering credit card numbers and purchasing materials or services online
• Hacking or otherwise accessing accounts of others even if the location is left unlocked
• Spoofing or otherwise falsifying the source of network traffic including e-mails
• Creating or propagating computer viruses or overloading the school’s network resources

Copyright/Piracy Issues:
• Downloading or exchanging pirated or illegally obtained software
• Violating software licensing agreements by loading software illegally
• Copying, modifying, distributing, displaying, or transmitting the work of another without contacting the owner for permission [material on most websites is protected by copyright]
• Cracking/spreading or otherwise copying or distributing commercial software

Consequences for Inappropriate Use: Access to technology is provided as an important component of the Episcopal educational environment. Users who fail to adhere to the terms of the Acceptable Use Policy face cancellation of access privileges as well as disciplinary, Honor Code, or legal action.

Disclaimers:
Episcopal makes no warranties of any kind, whether expressed or implied, for the Internet access service it provides. Episcopal specifically denies any responsibility for the quality of information obtained through the Internet. Episcopal denies
responsibility for loss of data resulting in delays, non-deliveries, miss-deliveries, or interruptions sustained by users as a result of system failure. Episcopal denies responsibility for financial obligations arising from unauthorized use of the system for the purchase of products or services. Episcopal accepts no responsibility for damages incurred by a user's inappropriate use of the system. Episcopal may act as an agent for parents under COPPA (Child Online Privacy Protection Act) for cloud services (SaaS), including school-related online programs, mobile device application sign-up, and all other aspects of the school’s policy on student Internet usage for academic purposes which require direct parent consent. This consent is granted with the signing of the school enrollment contract.

**Limited Expectation of Privacy:** Users of Episcopal technology resources have the right to privacy from their peers in their e-mail correspondence and personal files; however, Episcopal administration reserves the right to gain access to these files to investigate unusual activity on the system or any user believed to be in violation of acceptable use guidelines.

Although the Internet is a very worthwhile educational tool, it poses the risk of its users being exposed to inappropriate materials. Episcopal focuses on students' learning to make appropriate choices based on school guidelines and personal values. Campus Internet use is monitored so that users making inappropriate choices can be redirected toward productive use in accordance with school guidelines.

Parents/guardians have the right at any time to investigate or review the contents of their child's files and e-mail.
Appendix 14

PROTOCOL FOR THREATS/INTIMIDATION/HARRASSMENT
Conduct Generally Described As Bullying

One of our primary responsibilities as a school in accordance with our school’s mission is to create and sustain a safe community – so that all of our students can focus on their work and do their best. In order to achieve this goal we must acknowledge that harassing sometimes occurs within our community and that is harmful to everyone involved—perpetrators, bystanders, and victims alike.

We have outlined characteristics of harassing as follows:

- Both boys and girls can engage in bullying and harassing behavior. We, as a community, will not tolerate an attitude of “boys will be boys” or “girls will be girls” to excuse cruel behavior.
- Harassing can be direct or indirect, blatant or subtle, and it involves an imbalance of power, repeated actions, and intentional behavior.
- Harassing is any behavior considered physical aggression, social aggression, verbal aggression, written aggression, intimidation, sexual harassment, or racial/ethnic harassment.
- Harassing is cutting someone off from essential relationships.
- Harassing includes isolating the victim by making him/her feel rejected by his/her community.
- Harassing is malicious gossip and rumor spreading.

Harassing often occurs outside of the physical school grounds yet these actions still impact the safety of our students as if they have occurred on school grounds. Any harassing behavior demonstrated at school or outside of school that impacts our school community will be addressed by the school. Examples of harassing outside the school can be (but are not limited to) the following:

- E-mails, text messages, or instant messages that include physical threats and/or malicious gossip and slander.
- “Hit lists” via e-mail or other methods of communication naming specific students and/or teachers.
- Changing other people’s e-mail personal profiles.
- Hazing or any ritual that degrades, humiliates, threatens, or physically hurts another person as a pretext for joining an athletic team or other formal or informal group.

The school will notify parents whose children have been involved in harassing behavior. Harassing will be responded to through a continuum of consequences and interventions up to and including suspension and/or social probation (such as suspension from extracurricular activities or school functions) depending on the frequency and severity of the behavior. Any student who is suspended will not be permitted to return to school without a re-entry meeting with an administrator. Some situations, including less severe first offenses, may be handled by the school through student conferences, mediation, or other interventions without a phone call home.
While we recognize that disagreements/conflicts between students occur and can resemble harassing behavior as defined here in our policy, the school makes a distinction between the two:

Most students will experience some degree of age-appropriate peer conflict during their school years. We consider whether the issues of aggression, power, domination, humiliation and control play a role in the situation in question. The Division Head, the Dean of Students, and/or Division Counselor will investigate the situation thoroughly, using their understanding of developmental level, age, and relationship between the students, to determine whether a behavior fits the characteristics of harassing.

If a student feels as though he/she has been targeted for harassment, the following are appropriate measures for complaints:

**Informal Complaint Process**

Anyone may use informal procedures to report and resolve complaints of harassment. Such complaints must be appropriately investigated. Informal reports may be made to any staff member, although staff should always inform complainants of their right to, and the process for, filing a formal complaint. Staff should also direct potential complaints to the Division Head, the Division Counselor, or the Dean of Students who can explain the informal and formal complaint processes and what a complainant can expect. Staff should also inform the Division Head, the Dean of Students, and Division Counselor when they receive complaints of harassing involving students, especially when the complaint is beyond their training to resolve or when there are allegations of serious misconduct. Staff who witness harassing behaviors are expected to:

- Immediately intervene
- Report the incident to the appropriate Division Heads, including the names of the harasser, the victim, and all by standers.

Informal remedies include an opportunity to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate, either in writing or face-to-face (when appropriate), a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated, or a general statement in morning meeting from an administrator reviewing the school harassment/bullying/intimidation policy without identifying the complainant. Informal complaints may become formal complaints at the request of the complainant, parent, guardian, or because the school believes the complaint needs to be more thoroughly investigated.

**Formal Complaint Process**

 Anyone (students, teachers, parents, etc.) may initiate a formal complaint of harassing, even if the informal complaint process is being utilized. Complainants will not be promised confidentiality at the onset of an investigation as it is impossible to predict what will be discovered or what kind of hearings may result. Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any school-initiated investigatory activities. The Division Head may conclude that the school needs to conduct an investigation based on information in their possession regardless of the complainant’s interest in filing a formal complaint.
All formal complaints should be in writing. Formal complaints should include specific behaviors, conditions, or circumstances alleged to have occurred that may constitute harassing. The Division Head, Division Counselor, or staff member may draft the complaint based on the report of the complainant or as a witness to the act, for the complainant to review and sign. *Written complaints should be submitted to the Division Counselor and the Division Head.*

At the discretion of the Division Head and/or Division Counselor and depending on the frequency and severity of the conduct, intervention, counseling, correction, and/or discipline procedures, including the involvement of the Honor Council will be used to remediate the impact on the victim and the climate and to change the behavior of the perpetrator.

*All confirmed reports of harassing will become part of a student’s behavioral record and included in his/her permanent file. No consequences will be issued for any reports made in good faith but found untrue, however, intentional false reports or retaliation for harassing do constitute violations of this policy.*

*The school has the right to amend these consequences depending on the severity and frequency of the actions.*
THREATS/INTIMIDATION/HARRASSMENT REPORT

Episcopal School is committed to providing a safe environment for ALL our students. You may be interested in reading our school’s Harassment/Bullying/Intimidation Protocol found in Appendix 14 of the Student Guide. We welcome your involvement in a team approach to support your child as he/she deals with this incident.

Name of child who was targeted_________________________________________Grade__________

Date and Approximate Time of Incident__________________________________________

When did you learn of this incident?__________________________________________

Did your child report this to you? If so, in what context did your child express this concern?
____________________________________________________________________________

Description of incident (include names of those involved and specific details of occurrence. i.e., Did the incident involve verbal and/or physical harassment/bullying/intimidation?)________________________________________

____________________________________________________________________________

Were there any witnesses to this incident? If so, who? What was the role of the witness(es) (involved vs. bystander)?________________________________________

____________________________________________________________________________

Has the child had any previous problems with harassment/bullying/intimidation? If so, explain.________________________________________

____________________________________________________________________________

Please list any steps the child has taken to resolve the situation (i.e., asking the perpetrators of the harassment/bullying/intimidation to stop, confronting the harassment/bullying/intimidation, telling a teacher, etc.). Be specific.________________________________________

____________________________________________________________________________

Have you previously given your child advice to manage peer conflicts/harassment/bullying/ intimidation? If so, please summarize your advice.________________________________________

____________________________________________________________________________

How would you like for the school to work with you and your child to help resolve this situation?________________________________________

____________________________________________________________________________

Signature of Person Filing Report_____________________________________________Date__________

Please turn this form in to your Division Head. You will be contacted within 24 hours to discuss plans to proceed.
### Appendix 15
### NATIONAL TESTING DATES
### COLLEGE BOARD AND AMERICAN COLLEGE TESTING

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<tr>
<td>Thursday, May 17, 2018</td>
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<tr>
<td>Friday, May 18, 2018</td>
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</tbody>
</table>

*Students wishing to take exam scheduled for the same time slot should ask their Coordinator to contact AP Services.*
### Appendix 16

**SCHOOL UNIFORM & GROOMING**

Suppliers:
- School Time, [www.schooltimeuniforms.com/schooltime](http://www.schooltimeuniforms.com/schooltime)
- Lands’ End, [www.landsend.com\school](http://www.landsend.com\school)
- Inkas, [www.inkas-uniforms.com](http://www.inkas-uniforms.com)

The school uniform is to be worn properly from the time students arrive on campus until the end of school. Violations of uniform or appearance may result in the assignment of a detention. Additionally, the student may not be allowed to continue with his/her daily routine until the uniform irregularity has been corrected. Parents may be asked to bring correct uniform items to school, or students may be sent home to correct violations. The division head is the final judge of all uniform and appearance decisions.

Students are expected to practice good habits in matters of personal appearance, hygiene and cleanliness. Inappropriate haircuts, hair color, and jewelry are not acceptable. Tattoos must not be visible. Boys must maintain moderate hair length and style and be cleanly shaven. Hair should not fall below the top of the shirt collar and must be kept short enough so that hair will stay out of the eyes even during strenuous play. Boys are not permitted to wear their hair banded, braided, locked, mohawked, or spiked. In addition, designs and/or symbols are not permitted to be shaved into one’s hair or scalp. Boys are not permitted to wear earrings.

<table>
<thead>
<tr>
<th>GIRLS – PK3 - 5th</th>
<th>Item</th>
<th>Color</th>
<th>Style</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumper</td>
<td>Plaid</td>
<td>Jumper/Drop</td>
<td>Longer than fingertips + 2&quot;</td>
<td></td>
</tr>
<tr>
<td>Smock</td>
<td>Plaid</td>
<td>Button-down Smock Dress with matching plaid collar</td>
<td>PK3, PK4, K only</td>
<td></td>
</tr>
<tr>
<td>Under-jumper short</td>
<td>Plaid</td>
<td>Plaid under-jumper</td>
<td>To be worn under jumper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Navy</td>
<td>Solid pull-on short (all elastic)</td>
<td>To be worn under jumper</td>
<td></td>
</tr>
<tr>
<td>Walk-short</td>
<td>Plaid</td>
<td>Walk-short</td>
<td>Longer than fingertips + 2&quot; PreK3 elastic-waist shorts with no belt.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Navy</td>
<td>Pleated or Flat Front Poly Cotton</td>
<td>With logo on back PreK3 elastic-waist shorts with no belt.</td>
<td></td>
</tr>
<tr>
<td>Skort</td>
<td>Plaid</td>
<td>Flat front</td>
<td>Longer than fingertips + 2&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plaid</td>
<td>3 button - traditional pleated</td>
<td>Longer than fingertips + 2&quot;</td>
<td></td>
</tr>
<tr>
<td>Blouse</td>
<td>White</td>
<td>Peter Pan (SS or LS) (with or without piping)</td>
<td>No logo</td>
<td></td>
</tr>
<tr>
<td>Knit Polo</td>
<td>White</td>
<td>Polo Model</td>
<td>With logo</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Color</td>
<td>Type</td>
<td>Notes</td>
<td></td>
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<tr>
<td>-------------------------</td>
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<td>-----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>White Banded Polo Model</td>
<td>White</td>
<td>Flat front/mid rise</td>
<td>Logo above back pocket</td>
<td></td>
</tr>
<tr>
<td>Sweatpants</td>
<td>Navy</td>
<td>Hemmed bottom</td>
<td>No logo - winter months only</td>
<td></td>
</tr>
<tr>
<td>PE Shirt</td>
<td>Ash</td>
<td>T-shirt</td>
<td>5th grade only - with logo</td>
<td></td>
</tr>
<tr>
<td>PE Short</td>
<td>Navy</td>
<td>Mesh short</td>
<td>5th grade only - with logo</td>
<td></td>
</tr>
<tr>
<td>PE Sweatpants</td>
<td>Navy</td>
<td>Sweatpants</td>
<td>5th grade only - with logo</td>
<td></td>
</tr>
<tr>
<td>Sweatshirt</td>
<td>Navy</td>
<td>Crew or hooded</td>
<td>Uniform approved sweatshirts are distributed by our uniform providers, Parent’s Guild, Squires, and co-curricular organizations</td>
<td></td>
</tr>
<tr>
<td>Fleece</td>
<td>Navy</td>
<td>1/4 zip or full zip pullover</td>
<td>With logo – optional monogrammed initials on left chest</td>
<td></td>
</tr>
<tr>
<td>Turtleneck</td>
<td>Navy or White</td>
<td>Turtleneck</td>
<td>May be worn under any uniform shirt</td>
<td></td>
</tr>
<tr>
<td>Sweater</td>
<td>Navy</td>
<td>Smooth knit, cardigan, pullover, or vest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socks</td>
<td>Navy or White or Black</td>
<td>Crew or footlet</td>
<td>Must be solid color</td>
<td></td>
</tr>
<tr>
<td>Tights/Leggings</td>
<td>Navy or White or Black</td>
<td>Must be ankle length</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoes</td>
<td></td>
<td>Traditional athletic shoes, topsiders, loafers &amp; dress shoes</td>
<td>Velcro closures for Prek3 &amp; PreK4 classes</td>
<td></td>
</tr>
<tr>
<td>Belt</td>
<td>Navy or Black or Brown</td>
<td></td>
<td>Must be solid color</td>
<td></td>
</tr>
<tr>
<td>Athletic/Activity Sweatshirts</td>
<td>Navy</td>
<td>Must be approved by Division Head</td>
<td>Uniform approved sweatshirts are distributed by our uniform providers, Parent’s Guild, Squires, and co-curricular organizations</td>
<td></td>
</tr>
<tr>
<td>Athletic/Activity T-shirts</td>
<td>Solid Color</td>
<td>Must be approved by Division Head</td>
<td>Must be approved by Division Head</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Color</td>
<td>Style</td>
<td>Comments</td>
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<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Jumper</td>
<td>Plaid</td>
<td>Jumper/Drop</td>
<td>Longer than fingertips + 2&quot;</td>
<td></td>
</tr>
<tr>
<td>Under-jumper shorts</td>
<td>Navy</td>
<td>Solid pull-on short (all elastic)</td>
<td>To be worn under jumper or skirt</td>
<td></td>
</tr>
<tr>
<td>Skort</td>
<td>Plaid</td>
<td>Flat Front</td>
<td>Longer than fingertips + 2&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plaid</td>
<td>3 Button - Traditional Pleated</td>
<td>Longer than fingertips + 2&quot;</td>
<td></td>
</tr>
<tr>
<td>Walk-shorts</td>
<td>Navy</td>
<td>Pleated or Flat Front Poly Cotton</td>
<td>With logo on back</td>
<td></td>
</tr>
<tr>
<td>Blouse</td>
<td>White</td>
<td>Tailored blouse (3/4&quot;) (SS)</td>
<td>With logo on collar</td>
<td></td>
</tr>
<tr>
<td>Knit Shirt</td>
<td>White</td>
<td>Polo Model (SS or LS)</td>
<td>With logo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>Banded Polo Model (SS or LS)</td>
<td>With logo</td>
<td></td>
</tr>
<tr>
<td>Pants</td>
<td>Navy</td>
<td>Flat Front/Mid Rise</td>
<td>Logo above back pocket</td>
<td></td>
</tr>
<tr>
<td>PE Shirt</td>
<td>Ash</td>
<td>T-shirt</td>
<td>With logo</td>
<td></td>
</tr>
<tr>
<td>PE Shorts</td>
<td>Navy</td>
<td>Mesh short</td>
<td>With logo</td>
<td></td>
</tr>
<tr>
<td>PE Sweatpants</td>
<td>Navy</td>
<td>Sweatpants</td>
<td>No logo</td>
<td></td>
</tr>
<tr>
<td>Sweatshirt</td>
<td>Navy</td>
<td>Crew or hooded</td>
<td>Uniform approved sweatshirts are distributed by our uniform providers, Parent’s Guild, Squires, and co-curricular organizations</td>
<td></td>
</tr>
<tr>
<td>Fleece</td>
<td>Navy</td>
<td>1/4 zip or full zip pullover</td>
<td>With logo</td>
<td></td>
</tr>
<tr>
<td>Turtleneck</td>
<td>Navy or White</td>
<td>Turtleneck</td>
<td>May be worn under any uniform shirt</td>
<td></td>
</tr>
<tr>
<td>Sweater</td>
<td>Navy</td>
<td>Smooth knit, cardigan, pullover, or vest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socks</td>
<td>Navy or White or Black</td>
<td>Crew or footlet</td>
<td>Must be solid color</td>
<td></td>
</tr>
<tr>
<td>Tights/Leggings</td>
<td>Navy or White or Black</td>
<td>Must be ankle length</td>
<td></td>
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</tr>
<tr>
<td>Shoes</td>
<td></td>
<td>Traditional athletic shoes, topsiders, loafers &amp; dress shoes</td>
<td></td>
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</tr>
<tr>
<td>Belt</td>
<td>Navy or Black or Brown</td>
<td></td>
<td>Must be solid color</td>
<td></td>
</tr>
</tbody>
</table>
### Athletic/Activity Sweatshirts
- **Color**: Navy
- **Style**: Must be approved by Division Head
- **Comments**: Uniform approved sweatshirts are distributed by our uniform providers, Parent’s Guild, Squires, and co-curricular organizations

### Athletic/Activity T-shirts
- **Color**: Solid Color
- **Style**: Must be approved by Division Head
- **Comments**: Must be approved by Division Head

### BOYS – PK3 - 5th

<table>
<thead>
<tr>
<th>Item</th>
<th>Color</th>
<th>Style</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pants</td>
<td>Navy</td>
<td>Pleated or Flat Front Cotton</td>
<td>Logo on leg</td>
</tr>
<tr>
<td>Shorts</td>
<td>Navy</td>
<td>Pleated or Flat Front Cotton</td>
<td>Logo on leg PreK3 elastic-waist shorts with no belt.</td>
</tr>
<tr>
<td>Sweatpants</td>
<td>Navy</td>
<td>Hemmed Bottom</td>
<td>No logo - winter months only</td>
</tr>
<tr>
<td>Knit Polo</td>
<td>White</td>
<td>Polo Model (SS or LS)</td>
<td>With logo</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>Banded Polo Model (SS or LS)</td>
<td>With logo</td>
</tr>
<tr>
<td>Oxford Shirt</td>
<td>White</td>
<td>Oxford (SS or LS)</td>
<td>With logo</td>
</tr>
<tr>
<td>PE Shirt</td>
<td>Ash</td>
<td>T-shirt</td>
<td>5th grade only - With logo</td>
</tr>
<tr>
<td>PE Shorts</td>
<td>Navy</td>
<td>Mesh short</td>
<td>5th grade only - With logo</td>
</tr>
<tr>
<td>PE Sweatpants</td>
<td>Navy</td>
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<td>Smooth knit, cardigan, pullover, or vest</td>
<td></td>
</tr>
<tr>
<td>Socks</td>
<td>Navy or White or Black</td>
<td>Crew or footlet</td>
<td>Must be solid color</td>
</tr>
<tr>
<td>Shoes</td>
<td></td>
<td>Traditional athletic shoes, topsiders, loafers &amp; dress shoes</td>
<td>Velcro closures for prekindergarten classes</td>
</tr>
<tr>
<td>Belts</td>
<td>Navy or Black or Brown</td>
<td>Must be solid color</td>
<td></td>
</tr>
<tr>
<td>Athletic/Activity Sweatshirts</td>
<td>Navy</td>
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</tr>
<tr>
<td>Athletic/Activity T-shirts</td>
<td>Solid Color</td>
<td>Must be approved by Division Head</td>
<td>Must be approved by Division Head</td>
</tr>
<tr>
<td>Item</td>
<td>Color</td>
<td>Style</td>
<td>Comments</td>
</tr>
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<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Pants</td>
<td>Navy</td>
<td>Pleated or Flat Front Cotton</td>
<td>With logo above back pocket</td>
</tr>
<tr>
<td>Shorts</td>
<td>Navy</td>
<td>Pleated or Flat Front Cotton</td>
<td>Logo on leg</td>
</tr>
<tr>
<td>Knit Polo</td>
<td>White</td>
<td>Polo Model (SS or LS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>Banded Polo Model (SS or LS)</td>
<td></td>
</tr>
<tr>
<td>Oxford Shirt</td>
<td>White</td>
<td>Oxford (SS or LS)</td>
<td></td>
</tr>
<tr>
<td>PE Shirt</td>
<td>Ash</td>
<td>T-shirt</td>
<td></td>
</tr>
<tr>
<td>PE Shorts</td>
<td>Navy</td>
<td>Mesh short</td>
<td></td>
</tr>
<tr>
<td>PE Sweatpants</td>
<td>Navy</td>
<td>Sweatpants</td>
<td></td>
</tr>
<tr>
<td>Sweatshirt</td>
<td>Navy</td>
<td>Crew or hooded</td>
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</tr>
<tr>
<td>Fleece</td>
<td>Navy</td>
<td>1/4 zip or full zip pullover</td>
<td></td>
</tr>
<tr>
<td>Turtleneck</td>
<td>Navy or White</td>
<td>Turtleneck</td>
<td>May be worn under any uniform shirt</td>
</tr>
<tr>
<td>Sweater</td>
<td>Navy</td>
<td>Smooth knit, cardigan, pullover, or vest</td>
<td></td>
</tr>
<tr>
<td>Socks</td>
<td>Navy or White or Black</td>
<td>Crew or footlet</td>
<td>Must be solid color</td>
</tr>
<tr>
<td>Shoes</td>
<td></td>
<td>Traditional athletic shoes, topsiders, loafers &amp; dress shoes</td>
<td></td>
</tr>
<tr>
<td>Belts</td>
<td>Navy or Black or Brown</td>
<td></td>
<td>Must be solid color</td>
</tr>
<tr>
<td>Athletic/Activity Sweatshirts</td>
<td>Navy</td>
<td>Must be approved by Division Head</td>
<td>Must be approved by Division Head Uniform approved sweatshirts are distributed by our uniform providers, Parent’s Guild, Squires, and co-curricular organizations</td>
</tr>
<tr>
<td>Athletic/Activity T-shirts</td>
<td>Solid Color</td>
<td>Must be approved by Division Head</td>
<td>Must be approved by Division Head</td>
</tr>
</tbody>
</table>

**Additional Notes:**
- During winter months (November - March), hemmed bottom sweatpants are an option for Lower School only.
- Sweatpants may be an option for 6th-12th grades for extremely cold weather, at the discretion of the appropriate Division Head.
- During winter months (November - March), a solid navy heavy coat can be worn over the uniform.
- No boots (rain or winter).
- No open-toed or backless shoes.
- All logos are the Episcopal shield with the "E" in the center.
Senior Class Dress Code

1. Dress slacks, khakis acceptable, no jeans. For girls, a skirt or dress, appropriate length or dress slacks.
2. Dress or polo shirt with collar. For girls, a blouse. T-shirts are not acceptable.
3. Dress shoes only.
4. All other "free dress" policies apply.

Note: This is an option for seniors. The senior dress code is intended as a "dress up" code. If you are in doubt about a garment's appropriateness, do not wear it.
Episcopal Event and Free Dress Code

In order to create a climate that promotes respect and upholds the high standard of academic excellence, all students are required to adhere to the following guidelines as they dress for Episcopal events (in school or extracurricular) where a uniform is not required.

“When in doubt, don’t try it out.”

1. Clothing should not be revealing. This includes, but is not limited to:
   a. Exposure of the chest, abdomen/navel, lower back, buttocks, and underwear.
   b. Form fitting clothing such as exercise pants, tights, and body suits.
   c. Accidental or manufactured rips and tears in clothing.

   *Dresses, shirts, and tops with “straps” should be at least 2” in width and conceal any skin below the collarbone, shoulder blades, and immediately below the armpit.
   *Dresses for formal dances in high school may be strapless, but must securely cover the area immediately below the armpit and follow that line around the entirety of the torso.

2. Clothing should be free of images, symbols, or text that could be offensive to others. This includes, but is not limited to:
   a. obscene gestures and profanity
   b. alcohol, tobacco, and firearms

3. Unless specifically noted, headwear is not to be worn during the school day. Including, but not limited to:
   a. ball caps & visors
   b. skull caps & headbands
   c. bandanas

4. During the school day, footwear must be in line with standard uniform policy.

Students should be aware that some classes and programs require specific dress during the school day regardless of it being a “free dress” day. It is their responsibility to dress accordingly for those occasions.

The Division Head or Dean of Students will contact a student’s parent for any student not in appropriate dress and may be asked to bring a school uniform in order for a student to continue the school day.
Appendix 17

ATHLETIC/ACTIVITY/T-SHIRT/SWEATSHIRT APPROVAL FORM

A club/class wishing to sell or distribute a t-shirt, favor, or souvenir representing Episcopal School must submit approval forms for each item to be sold or distributed. The club/class president should present a color 8”x10” design of the intended logo/graphic for approval to the club/class sponsor. After sponsor approval, the logo/graphic design and approval form should be submitted to the appropriate Division Head for final approval.

Parents wishing to sponsor an event sanctioned by the school should submit a color 8”x10” design of the intended logo/graphic to the Head of School for approval.

Parents wishing to sponsor an event not sanctioned by the school may not print the school’s name on the t-shirt, favor, or souvenir.
Appendix 18

STUDENT SEXUAL ASSAULT AND SEXUAL MISCONDUCT POLICY AND PROCEDURES

INTRODUCTION

Episcopal School (“Episcopal”) is committed to providing a safe and healthy educational and work environment for all members of our community. It is the policy of Episcopal that all forms of sexual assault and sexual misconduct are unacceptable. Sexual assault and sexual misconduct by any student or employee is expressly prohibited. It is, by definition, a violation of the school’s Honor Code and a violation of the values and Mission & Ministry of the school.

When sexual misconduct or a sexual assault is brought to our attention, Episcopal will take prompt and appropriate action to investigate, to end the misconduct, prevent its recurrence, and address its effects. This will include providing support to victims and witnesses, disciplining offenders and holding them accountable for their actions, and taking such other responsive action as the school deems appropriate.

Students or employees who engage in sexual assault or sexual misconduct are subject to disciplinary action up to and including permanent separation (that is, expulsion or termination). Episcopal will also not tolerate any form of retaliation. Retaliation constitutes an independent violation of this policy whether or not the underlying complaint of sexual assault or sexual misconduct is ultimately found to have merit.

1. What is sexual misconduct and sexual assault?

*Sexual misconduct* is a broad term that includes, but is not limited to, sexual violence, sexual exploitation, sexual harassment, sexting, stalking, cyber-stalking, and aiding or facilitating the commission of any such violation, and retaliation.

*Sexual Assault* means nonconsensual sexual contact including rape, attempted rape, sexual battery, unwanted or unwelcome touching of a sexual nature such as fondling; penetration of the mouth, anus, or vagina, however slight, with a body part or object; or other sexual activity that occurs without valid consent. [It is important for students to understand that certain acts of sexual behavior that may be welcome and voluntary between the parties may be deemed to be “nonconsensual” criminal behavior under Louisiana law. For instance, sexual intercourse or oral sex with someone under the age of thirteen is considered rape, and lack of knowledge of the person’s age is no defense. Likewise, other acts of sexual behavior may be criminal depending on the age difference between the students.]

*Stalking* occurs when a person engages in a course of conduct or repeatedly commits acts towards a person under circumstances that would place the person in reasonable fear for safety, or reasonably cause emotional distress to the person.

*Sexting* is the sending or requesting of sexually explicit photos, images, text messages, or emails by using a cell phone or other mobile or electronic device.

*Sexual Contact* includes kissing, touching the intimate parts of another, causing the other to touch one’s
intimate parts, or disrobing of another without permission. Intimate parts may include the breasts, genitals, buttocks, mouth, or any other part of the body that is touched in a sexual manner.

*Sexual Violence* refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. This includes rape, sexual assault, battery, and sexual coercion. Sexual violence may involve individuals who are known to one another or have an intimate and/or sexual relationship, or may involve individuals not known to one another. Examples include, but are not limited to (a) having or attempting to have sexual intercourse with another individual without consent, (b) having or attempting to have sexual intercourse with someone who is intoxicated from alcohol or drug use, or (c) having or attempting to have sexual contact with another individual without consent.

*Sexual Harassment* includes any of the following behaviors:

1. **Hostile Environment** - unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature when the conduct is sufficiently severe or pervasive to deny or limit the victim’s ability to participate in or benefit from Episcopal’s educational programs, work opportunities, or benefits by creating an intimidating hostile environment.

2. **Quid Pro Quo** – unwelcome sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s education, employment, or participation in a school-related activity or program.

3. **Threats/Intimidation of a Sexual Nature** – conduct of a sexual nature, which reasonably would be expected to have the effect of threatening or intimidating the person at whom such conduct is directed.

Some examples of harassment are:

- physical assault, including rape or any coerced or non-consensual sexual relations
- sexual advances, whether they involve physical touching or not
- sexual physical contact
- sexual or lewd jokes, remarks, leering, whistling, brushing against the body, or other suggestive or insulting gestures or comments
- inquiries into one’s sexual experiences or activities or discussion of one’s own sexual experiences or activities; other than discussed in a confidential medical or mental health visit, or with a school counselor or clergy member
- audiotaping, videotaping, or otherwise recording others in sexual or other potentially embarrassing circumstances and forwarding or threatening to forward the recorded material to others
- intimidating or suggestive remarks about an individual’s sexual orientation, whether actual or implied, sexually suggestive or degrading sounds or remarks (written, oral, or electronically transmitted), including graffiti and the spreading of sexual rumors, made to or about another member of the community
- the use of School resources or technology to transmit sexually suggestive, offensive, and/or degrading material, whether received at the School or elsewhere
- the open display of sexually offensive objects, pictures, and messages
2. Scope

This policy applies to all members of the Episcopal community, including, but not limited to, students, employees, visitors, and independent contractors, regardless of sexual orientation or gender identity. All Episcopal community members are responsible for their actions and behavior, whether the conduct in question occurs on campus or in another location. Members of the Episcopal community have a responsibility to adhere to the school’s policies as well as local, state, and federal law. As a result, this policy applies to on-campus and off-campus conduct, events at school sponsored or endorsed events, or when a student or employee is representing the school. In particular, off-campus behaviors that have an actual or potential adverse impact on any member of the Episcopal community or the school fall under this policy.

Victims and perpetrators of sexual assault or sexual misconduct can be female or male, heterosexual or homosexual, bisexual, or transgender. This policy is intended to apply to sexual assault and sexual misconduct in whatever form.

3. Complaints

Any student who believes he or she has been a victim of sexual assault or sexual misconduct should seek help immediately from a trusted adult. At Episcopal this might include the school counselor, the school chaplain, a school administrator, a teacher, or other school personnel. A student can also call 911 to seek immediate police or medical attention, or the School can assist the student in seeking such help. Reports of sexual assault and sexual misconduct are taken seriously with the safety and well-being of the student as the first priority.

4. Confidentiality and Respect for Privacy

Episcopal is committed to maintaining the privacy of all individuals involved in a report of sexual assault or sexual misconduct to the extent possible in line with the school’s duties to take appropriate responsive action. All parties involved in a complaint or any investigation and/or resolution of a complaint, including witnesses, shall keep information concerning the complaint private and shall be notified of this obligation. However, Episcopal may be required to divulge information on a need to know basis in order to properly address the complaint or as may be required by applicable law.

Any school employee who becomes aware of possible sexual assault or sexual misconduct must report the conduct in accordance with this policy, unless the communication is made to a school counselor, a school clergy member, or other school employee operating under a legal or professional obligation that requires confidentiality of such communication and, only then, (a) if the person communicating the information requests at the time of the communication that it be kept in confidence, (b) to the extent of the applicable laws or professional obligations require the confidence be maintained, and (c) unless the school determines that the communication or some part of it should be divulged to protect the school community at large, any individual in the school community, or any other individual. All applicable laws and reporting mandates and procedures will be followed.
At all times, Episcopal will seek to respect the request of any complainant or witness to remain anonymous, and where it cannot do so, the school will consult with that party (and his or her parents or guardians) and keep him/her/them informed about the chosen course of action.

If a report of misconduct discloses an immediate threat to the Episcopal campus community, the school may issue a timely notice of the conduct to the community to protect the health or safety of the broader campus community. This notice will not contain any biographical or other identifying information. Immediately threatening circumstances include, but are not limited to, reported incidents of recently occurring sexual misconduct that include the use of force, a weapon or other circumstances that represent a serious and ongoing threat to Episcopal students, faculty, administrators, staff or visitors.

5. **Complaint Response Policies and Procedures**

When an allegation of sexual assault or sexual misconduct is reported to any school employee, outside of a confidential context as referenced above, the following will apply:

- The school employee receiving the allegation shall report it with the greatest urgency feasible to the Head of School (only), or, if the Head of School is not reachable, then to another senior administrator (only). This policy does not change any reporting requirements imposed by Louisiana law on any school employee.

- The school will take action, where warranted, to protect the complainant, witnesses, school community, and any individual or groups within the community.

- The school will look at the facts and circumstances of each incident on a case-by-case basis.

- The school may, in its discretion, recommend interim protections or remedies for the parties and/or witnesses involved. This may include separating the parties, placing limitations on contact between the parties, making alternate classroom course scheduling or dining arrangements or sending one or more, or all, of the individuals involved in the alleged sexual assault (alleged victim(s) and alleged perpetrator(s)) home from school, until asked to return, for considerations of safety, or the best interest of any student(s), or in the best interest of the school or school community at large. Arrangements may be made to allow for students to continue their schoolwork while away from school. This measure should not be construed as punishment or disciplinary action, but, rather, as a mechanism to allow the school to continue to carry out its Mission & Ministry without undue disturbance as the allegations are addressed.

- The school may initiate an investigation, and/or take immediate action, without the necessity for agreement to do so by any of the parties involved in the incident. The school may also proceed forward in order to address the situation properly within the school community.

- The school may refer investigation of the allegations to one or more persons or entities experienced in conducting investigations to find facts, and to provide input, conclusions, and/or recommendations to the school regarding the alleged incident. The school will consider the results of the investigations in its decision of action to be taken. Persons and entities to which a referral is made shall have complete access to all student records and school information, except as protected from disclosure by law.

- Persons who have experienced criminal sexual assault or misconduct are encouraged to report the incident to law enforcement and the parents of any such victim are encouraged to participate in and ensure reporting to law enforcement. The school will cooperate fully with law enforcement, as applicable. Activities of law enforcement will proceed independent of the school
and independently of any actions taken by the school. The school will not be required to await the exhaustion of the legal process to make its independent determinations concerning discipline in the school community.

- The school will comply with all applicable laws, and will report allegations to law enforcement and/or child protective services as required by law.
- The school may take any and all measures that it deems necessary to protect the complainant, witnesses, parties, and school community and remove any actual, potential, or perceived threat from the school community and/or the campus.
- Appropriate disciplinary action may be taken against any individuals involved in a sexual assault incident, up to and including expulsion or termination from employment.
- The school expects that any student who is present, witnesses, or has knowledge that a sexual assault is occurring or has occurred will not aid or abet the sexual assault or sexual misconduct, will not stand by and let it occur, and will not simply leave the scene without notifying parents, law enforcement, school employees, or other individual with authority. It is expected that a student will take reasonable steps to stop any sexual assault or sexual misconduct from occurring or prevent it from going any further by notifying a parent, law enforcement, teacher, or other individual with authority as soon as such notification is feasible. It is also the school’s expectation that any such student present, witnessing or with knowledge of a sexual assault or sexual misconduct will notify a school employee of the incident.

6. Requests for Accommodation

Students who have been the victim of sexual assault or sexual misconduct may seek accommodation from the school, as well as counseling and other support services provided by the school. The Head of School in consultation with the Dean of Students will determine appropriate measures based upon the individual request.

7. Disciplinary and Other Responsive Action

Students found to have committed sexual assault or sexual misconduct are subject to disciplinary action up to and including expulsion. In situations where expulsion is not the disciplinary response, among the sanctions that Episcopal may impose are the following:

- Reprimand/warning
- Change of academic or class schedule
- Disciplinary probation
- Revocation of honors or awards
- Restricting access to Episcopal facilities or activities (including student activities and campus campus organizations)
- Community service
- Issuing a “no contact” order to the respondent or requiring that such an order remain in place
- Dismissal or restriction from school employment
- Suspension (limited time or indefinite)
- Such other disciplinary response or sanction as deemed appropriate by the school.

In addition to any other sanction (except where the sanction is expulsion), Episcopal may require any student determined to be responsible for a violation of this policy to receive appropriate education
and/or training related to the misconduct violation at issue. The school may also recommend counseling or other support services for the student.

8. Retaliation

Any retaliation or threats of retaliation and/or intimidation against an individual who has reported the alleged sexual assault or sexual misconduct is strictly prohibited and may be subject to disciplinary action, up to and including expulsion.

Retaliation means engaging in conduct that may reasonably be perceived to (1) adversely affect a person’s educational or work environment because of their good faith participation in the reporting, investigation, and/or resolution of a report of a violation of this policy; or (2) discourage a reasonable person from making a report or participating in an investigation under this policy. Retaliation includes but is not limited to: acts or words that constitute intimidation, threats or coercion intended to pressure a person to drop or support a complaint under this policy or to provide false or misleading information in connection with an investigation; and pressuring a person to participate or refrain from participating as a witness in an investigation under this policy. Retaliation may constitute a violation of this policy even when the underlying report made in good faith did not result in a finding of responsibility. Retaliation can be committed by any individual or group of individuals, not just the victim and accused.

9. Immediate Medical Care

It is particularly important to get appropriate medical care at a hospital emergency room as soon as possible when a rape or sexual assault has occurred. Students can seek the medical treatment on their own or can ask the school for assistance.

10. Respect, Consideration and Support for All

Episcopal is committed to treating all individuals with dignity, care and respect. Any individual affected by sexual misconduct, whether as a victim, complainant, accused, witness, or a third party, will have access to support and counseling services through the school. Episcopal recognizes that any individual involved in an incident of sexual assault or sexual misconduct that falls under this policy may have questions and we encourage Episcopal community members to seek the support of the school and community resources. Episcopal will do what it can to help students and their parents or guardians in making decisions, obtaining information about available resources and assisting either party in the event that a report and/or resolution is pursued. Individuals are encouraged to use all available resources, regardless of whether the incident occurred recently or in the past.
Appendix 19
Episcopal High School of Baton Rouge
Aged Accounts Receivable Policy
Adopted May 2017

- Any account with an overdue balance will not be issued an enrollment contract for the upcoming school year until the account balance is paid.

- Any account with a balance exceeding $5,000 for any consecutive 90 days during the current or recently concluded school year is required to pay the balance in full and is further required to prepay in full, tuition, fees, and all other contract-related costs for the upcoming school year by June 30 in order to be issued an enrollment contract for the upcoming school year.
  - For contracts already issued and signed for the 2017-2018 school year but which would have fallen under this policy, student(s) with account balances exceeding $5,000 for any consecutive 90 days during the 2016-2017 school year (and any prior year(s)) will not be allowed to begin the 2017-2018 school year until any overdue accounts are paid in full and prepayment for the 2017-2018 school year is received. If prepayment is not received by the School by June 30, 2017, the contract is subject to being withdrawn and considered null and void.

- Promptly after an account becomes overdue, written notice will be sent to the student’s family that the account is overdue and that it is School policy that (i) the student will not be issued an enrollment contract for the upcoming school year until the account balance is paid in full, (ii) prepayment for the upcoming school year may be required, and (iii) any graduating senior with an overdue account (of any amount) will NOT be allowed to participate in the graduation ceremonies unless his or her account is paid in full no later than ten (10) days prior to such ceremonies. Such communications will continue on a periodic basis, consistent with normal business practices of the School.
  - Notice to families who are required to prepay for the upcoming school year in accordance with this policy will be sent no later than May 30 of each year, and notice to families with a graduating senior who has an overdue account will be sent no later than April 15 of the student’s graduating year.

- On approval of this policy by the Board of Trustees, all families with an overdue account balance or otherwise falling under the terms of this policy, will be notified of their obligations under the policy. In addition families of all 11th graders enrolled in the 12th grade for the upcoming school year and/or families of new students enrolled and entering the 12th grade for the upcoming school year will be notified of this policy before the end of the current school year. Beginning with school years subsequent to the adoption of this policy, families of incoming 12th graders will be reminded of this policy in conjunction with enrollment.

- Annually, this policy will be communicated to all families enrolled for the upcoming school year and included in the family’s first billing statement.