

**2022-2023 GRAMMAR SCHOOL HANDBOOK
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*Highlighted sections indicate a change or a point of emphasis.

I. THE GRAMMAR SCHOOL HANDBOOK

In order to help you feel at home and successful at Geneva, we offer the Grammar School Handbook that explains many of the things we do. If you have any questions or concerns after reading this handbook, please feel free to contact your student's teacher or the Headmaster of Grammar School. This handbook does not contractually bind Geneva School of Boerne and is subject to change without notice by decision of the school's Board of Trustees. All Grammar School parents must sign and return the Handbook Acknowledgement Form.

Students in our Schools of Logic or Rhetoric should consult the student handbooks for those schools as well as the *Athletics Handbook* and *Arts Handbook*. These documents are available on the school's website or through the school offices.

A. STATEMENT OF PURPOSE AND IDENTITY

The founders and Board members of the Geneva School of Boerne explicitly recognize that Geneva exists and will continue solely by the grace and mercy of Our Lord, Jesus Christ. We are grateful to God for establishing and richly blessing our school. We also recognize, however, the words of Christ in Luke 12:48, "For everyone to whom much is given, from him much will be required; and to whom much has been committed, of him they will ask the more." Desiring to be faithful in our stewardship of the school and to ensure, to the best of our ability, its continuance in the direction in which it was established, we have endeavored herein to articulate the fundamental principles of our school. It is our hope and prayer that God will continue to bless this school and that those who follow us in leadership will remain committed to these principles. This statement, therefore, is meant to guide future boards and administrators when shaping policy for Geneva School.

1. FOUNDING PURPOSES OF GENEVA SCHOOL OF BOERNE

In 1999, Geneva School of Boerne was established to provide a classical and Christian education which adheres to a Protestant, biblical worldview as articulated in our Statement of Faith. The goals of this education are to use the great works and events of Western Civilization as fodder for developing in students an appreciation of that which is true, good, beautiful and noble; life-long habits of learning and critical thinking; and the desire and ability to respectfully, creatively and winsomely communicate.

The fundamental purpose of Geneva, as a school, is to educate with excellence. We believe that truly outstanding education can never be accomplished apart from a central recognition of God as Truth and the source of all wisdom. "The wisdom of this world is foolishness with God." I Corinthians 3:19. For this reason, all subject matter at Geneva must be taught from a Biblical worldview, explicitly recognizing the centrality of God in all learning and discourse. "Happy is the man who finds wisdom, and the man who gains understanding; for her proceeds are better than the profits of silver, and her gain than fine gold. She is more precious than rubies, and all the things you may desire cannot compare with her." Proverbs 2:13-15. In the pursuit of knowledge and wisdom, it is our desire to equip students not only with an excellent understanding of academic subjects but also with a mature understanding of the nature of God, our relationship and responsibility to God and others, our moral responsibility for the choices we make, and an appreciation of God's creation.

Excellent education also requires that students be trained in diligence and perseverance. "But also for this very reason, giving all diligence, add to your faith virtue, to virtue knowledge, to knowledge self-control, to self-control perseverance, to perseverance godliness, to godliness brotherly kindness and to brotherly kindness love. For if these things are yours and abound, you will be neither barren nor unfruitful in the knowledge of our Lord Jesus Christ. For he who lacks these things is short-sighted, even to blindness, and has forgotten that he was cleansed from his old sins." II Peter 1:5-9. We therefore purpose to give our students an appreciation of the value of hard work and self-discipline; a true self-esteem based upon effort and accomplishment; and a willingness to sacrifice the seeming pleasures of the moment for the rewards of the future. We seek to obey the Biblical mandate to be good stewards of all that God has given us. As a school, we teach our students to pursue diligence and good stewardship primarily through academic pursuits. However, we also recognize the value of activities such as athletics and fine arts when pursued with these goals in mind.

We perceive a dedication to God's truth and a rich, vibrant atmosphere of outstanding academic achievement to be inextricably bonded. Neither the spiritual nor academic aspect of this school can be diminished without damaging the whole and departing from the original vision. We desire our graduates to be equipped intellectually, to have developed the habit of discipline, to have acquired a mind that loves learning and intellectual pursuits, and to dedicate this equipped, disciplined and sharpened mind to God's purposes.

2. CLASSICAL STRUCTURE

Geneva School of Boerne was founded as a “classical school,” and as such, we desire to preserve and perpetuate the substance and means by which great education has been imparted for hundreds of years. We seek to equip our students with an understanding of the body of work and the thread of history that has formed the basis for Western Civilization. We acknowledge the importance of classical subjects such as Latin, logic and rhetoric and we seek to provide our graduates with timeless skills of analysis, understanding, and communication that transcend popular education trends. In furtherance of these goals, we adhere to the methodology of the *trivium*, which emphasizes the accumulation of fact and basic skills in the Grammar School, the development of logical and analytical reasoning in the Logic School, and the acquisition of excellent written and oral communication skills in the Rhetoric School. The emphasis of each phase of the *trivium* is simply an emphasis, and is not exclusive. We desire that students at Geneva be challenged to develop knowledge, thinking skills and communication skills during all three stages of the *trivium*.

The classroom at Geneva should be a place of controlled and orderly learning. Under the teacher’s authority, students are to be treated with and required to treat others with civility and respect. The quality of the teacher is of paramount importance in accomplishing the educational goals of the school. We desire that Geneva be characterized by faculty that is well equipped for their respective tasks and who exhibit the love of learning we hope to pass to our students. Teachers at Geneva must have a clear passion for both their academic subject matter and their students. They must demand and foster excellence in their students and spur them on to extraordinary accomplishments.

A classical education requires that students be exposed to all areas of classical study regardless of their personal strengths or weaknesses in any particular area. Students at Geneva should therefore be required to participate in a broad range of academic and artistic pursuits, and balance is to be encouraged. It is in the uncomfortable places of academic study, athletic contest or fine arts performance that character is built, as students learn to overcome fear of failure and persevere to accomplishment.

3. QUALIFICATION FOR LEADERSHIP

The ability of Geneva to educate its students classically, with excellence from a Christ-centered perspective is dependent upon the quality and commitment of its leadership at all levels. Accordingly, positions of significant leadership, such as board membership or administration, should be reserved for those who have a demonstrated understanding of and whole-hearted commitment to classical education, the principles of this document and Geneva’s Statement of Faith. When considering candidates for other positions of leadership in our school, their level of personal commitment to these foundational principles should factor heavily. In order to preserve the unity of purpose and fellowship within our school, Geneva should not admit any child whose parents do not agree to support Geneva in educating their child classically and in accordance with our Statement of Faith.

4. CONCLUSION

We pray that God and future generations will preserve our school as an institution dedicated both to Him and to outstanding classical education. It is our desire that Geneva will open doors to excellence and brilliance; that it will sharpen our students’ minds and push them to their greatest potential. Ultimately, it is our prayer and sincere desire that Geneva will produce dedicated and diligent men and women that are captured by the Holy Spirit and used by God for extraordinary purposes.

B. GENEVA SCHOOL MISSION STATEMENT

Geneva School of Boerne exists to provide a classical education from a biblical worldview, to equip students for a lifetime of learning, service, and leadership to the glory of Jesus Christ.

C. GRAMMAR SCHOOL MISSION STATEMENT

In order to develop students’ God-given potential, the Grammar School teaches in an age-appropriate manner an appreciation for God’s truth, goodness and beauty as well as the foundational tools of learning and knowledge and a habit of excellence.

D. STATEMENT OF FAITH

We believe in one God eternally existing in three persons, of one substance, power and authority, Father, Son and Holy Spirit. The whole universe was created by God from nothing for His own pleasure. He is rightfully sovereign and rules over all creation. He is entirely good and gracious, all-powerful, all knowing and all loving. Matthew 28:19; II Corinthians 13:14; Genesis 1:31; John 1:3.

We believe that man was originally created in the image of God to enjoy fellowship with God and to have responsibility for the earth. God created male and female and He established marriage as a holy union between a man and a woman for the purposes of love, companionship, blessing, procreation and family. As such, it is a reflection and expression of His life-giving, self-giving and moral nature. Genesis 1:26-28; Genesis 2:18, 21-25; Mark 10:6-9, Psalm 139:13-16.

We believe that humanity was alienated from God by Adam's sin and it is now man's nature to be disobedient to God. However, man still bears God's image and thus has dignity and worth. Nevertheless, man's sin causes him to be separated from a life-giving relationship with God and utterly lost. Genesis 2:15-17; Romans 3:11; Romans 5:12; Genesis 3.

We believe that Jesus Christ was conceived by the Holy Spirit, born of the Virgin Mary and that He is both undiminished deity and genuine humanity in one person forever. John 1:1; Matthew 1:20-21; Philippians 2:7.

We believe that entrance into a state of fellowship with God is secured entirely by God's grace through a person's belief that Jesus Christ bore our sins in His sacrificial death, was bodily resurrected from the dead and was glorified as Lord and Ruler of all creation. This faith and the outworking of it are evidence of God's salvation unto eternal life. John 1:12; I Timothy 2:6; Romans 10:9; Ephesians 2:8-10.

We believe Jesus Christ is the head of "one holy catholic* and apostolic Church", the universal body of Christians. His authority is typically and practically expressed through local churches and through families. Parents are responsible to raise their children in the "discipline and instruction of the Lord". 1 Peter 2:4-6; Ephesians 4:11-16; Ephesians 5:21-6:4; Deuteronomy 6:4-7.

We believe the Holy Spirit witnesses to Jesus Christ, convicts men of sin, regenerates them from spiritual death to spiritual life and is responsible for continuing the work of Christ in believers. Christians are thus enabled by His indwelling presence to enjoy God and to grow in Christ-likeness. The chief means and fruit of growth are: intimacy with God through the study and observance of His Word, prayer, worship and the sacraments, active love of fellow Christians and being salt and light to the world. John 16:13-14; John 16:8; Titus 3:5-6; II Peter 1:5-8; John 17:17; Colossians 3:14-17; Matthew 5:13-16.

We believe the 66 books of Holy Scripture as originally given are the complete Word of God, without error, divinely inspired, recorded by men and are the supreme and final authority in faith and life. II Timothy 3:16; II Peter 1:21; Hebrews 4:12-13.

**the word "catholic" as used in the Nicene Creed (from which this phrase is taken) means "universal"*

E. PORTRAIT OF A GRADUATE

The school's Portrait of a Graduate serves as an idealized vision of what the school seeks to accomplish in the life of each graduating senior. The portrait seeks to embody the ideals, philosophy and mission of the school.

A Geneva graduate is a disciple of Jesus Christ, exhibiting excellence, passion, and integrity as he leads for Christ's cause in the world. He is a critical, logical thinker, able to discern absolute truth from cultural trends and philosophies. As one who loves the Lord with all his mind, the Geneva graduate will be a lover of learning, and have the ability to grasp new ideas throughout his lifetime in pursuit of truth. These qualities, clothed in humility, create a foundation that will enable him to present engagingly articulate and persuasively winsome arguments. A Geneva graduate honors God's image within himself and thus, is interested in all people because of God's interest and image in them. The classical education and Biblical worldview gained at Geneva will equip the graduate to exhibit vocational excellence to the glory of God.

F. CLASSICAL EDUCATION

At Geneva School, we adhere to classical methodology. A classical and Christian education is essentially a liberal arts education that strives to meet the ancient Roman ideal of equipping men and women to function as free men and women in the service of God. The Bible commands all Christians to worship God with our minds and to be good stewards of the talents and abilities with which He has created us. Accordingly, we focus on providing an education that is varied, rich and challenging to the advanced student while still accessible to the average student.

Classical educational methodology is based upon the *trivium* (Latin for “the place where three roads meet”) which was first articulated in the early middle ages and is carefully tailored to the predictable developmental stages of the student. The three stages of the *trivium* are:

Grammar (kindergarten through fifth grade) During these early years, students study the fundamental elements of each subject area in order to build a framework for future knowledge. Phonics, basic math facts, chronological historical study, fundamental writing skills, increasing reading mastery and hands-on science exploration are emphasized and instruction capitalizes on the natural curiosity of the elementary student. Latin, the foundational language for the grammar and vocabulary of all Romance languages, is taught beginning in third grade.

Logic (sixth through eighth grade) In these middle school years, students begin to question, challenge and test what they are learning. Accordingly, classes are discussion based with a focus on cause and effect. Students continue to study the great works and events of Western Civilization. In the sixth grade, students are introduced to logic. In seventh grade, students are taught informal logic and are introduced to debate. Instruction is deliberately structured to encourage the development of critical and abstract thinking skills.

Rhetoric (ninth through twelfth grade) Geneva’s high school curriculum builds upon the Grammar School foundation of fundamental skills and facts and the Logic School development of critical thinking skills. With these basic knowledge-building skills, students are taught formal logic and advanced rhetoric in order to clearly, eloquently, respectfully, and persuasively communicate their thoughts both orally and in writing. Students study a modern Romance language or continue with Latin; mathematics through calculus; all of the foundational sciences including biology, chemistry and physics; history, government, fine arts; and the Western Canon engaged from a biblical worldview.

In all three stages of the *trivium*, students study works that have withstood the test of time. Subjects are integrated across disciplines and students study complete literary works instead of textbooks comprised of literary excerpts. Our goal is to develop in our students a life-long love of learning and the mental habits necessary to develop mature, logical, and biblical thinking.

Geneva School is a member of the Association of Classical and Christian Schools (ACCS), the Society for Classical Learning (SCL) and the Southern Association of Schools and Colleges (SACS).

G. PORTRAIT OF A GENEVA TEACHER

The school’s Portrait of a Geneva Teacher serves as an idealized vision of what the school seeks in each faculty member.

A Geneva teacher is a disciple of Jesus Christ, one who models a love for God through obedience to His Word.

A Geneva teacher wholeheartedly embraces the mission, vision, purpose and policies of Geneva while embodying the values of integrity and professionalism.

A Geneva teacher has been properly trained in and has knowledge of the subject(s) being taught and knows and understands the meaning and the magnitude of a classical education. The teacher is a cultivator of knowledge, being a committed, lifelong learner through daily study and regular participation in courses and conferences.

A Geneva teacher upholds the highest attainable academic standards in the classroom and communicates expectations clearly and effectively, evaluating students according to the philosophy of the Geneva School of Boerne.

A Geneva teacher encourages students to think about ideas before accepting them, measuring all knowledge against the standard of God’s revealed truth in Scripture.

A Geneva teacher prepares excellent lessons that are age-appropriate and reflect each subject's Philosophy Statement while organizing the curriculum, classroom and materials in a way that offers the most opportunities for students to succeed.

A Geneva teacher exhibits a high level of respect for self and others through professional demeanor and dress.

A Geneva teacher communicates in a clear, positive and God-honoring way to colleagues at all times and will accept constructive feedback to affect personal and professional growth.

A Geneva teacher interacts with students with wisdom and discretion, upholding discipline standards with patience, fairness and consistency and encouraging their personal responsibility, both in and out of the classroom.

A Geneva teacher communicates well and supports the students and parents by being available and approachable.

H. GOVERNANCE

Geneva School of Boerne, founded in 1999, is a private 501 (c) 3 education ministry managed by the Board of Directors and its appointed Head of School in accordance with the objectives and mission of the school as stated in the By-Laws of the Geneva School of Boerne. Each board member serves a three-year term with the option of serving a second, three-year term.

The Board of Directors meets each month throughout the year. Minutes from these meetings are posted in the main school office.

I. ACCREDITATION

Geneva School is accredited with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), an accreditation division of AdvancED.

J. SCHOOL SONGS

Geneva Fight Song

*We are the Geneva Eagles
We're flying high
We soar above the others
Into the sky
Noble and bold
Are our navy and gold
We are the Geneva Eagles
Just watch us fly!
G-S-B!*

Geneva Alma Mater

*Grace to you, Geneva
Laud Him in all you do
Wisdom, truth and knowledge
Steadfast and true
And to God be the glory
Forever keep shining bright
And may God bless Geneva
With Him as our Guiding Light*

II. PARENTS' RELATIONSHIP TO THE SCHOOL

A. PARENTAL COMMITMENTS TO GENEVA

By enrolling their students at Geneva, parents commit to support the school and its mission. In order to do this, parents must:

1. Support the school in its fulfillment of its purposes, commitments and principles, especially in the education of all students classically and in accordance with the Statement of Faith.
2. Refrain from illegal or immoral behavior that reflects poorly on or is potentially disruptive to the Geneva School community.
3. Pray for God's wisdom for the leaders of Geneva and His blessings on the school.
4. Accept their biblical responsibility for the education of their students by:
 - a. Ensuring that their students have the time, place, and parental support needed to complete their homework and studies;

- b. Ensuring that their students arrive and are picked up on time;
 - c. Ensuring that when their students arrive they are properly prepared for the day with:
 - i. Appropriate meal(s);
 - ii. Proper attire; and
 - iii. Necessary supplies.
 - d. Encouraging students to comply with the spirit and the letter of all Geneva rules and policies with appropriately respectful attitudes in accordance with biblical teaching;
 - e. Demonstrating acceptance of personal responsibility by fulfilling their volunteer commitment of five hours a month per family and attending all mandatory events, including but not limited to parent orientation and parent-teacher conferences;
 - f. If necessary, securing additional tutoring, testing, or assistance for their students, especially when suggested by the Geneva administration;
 - g. Setting an appropriate example to their students and all other students when on campus or at Geneva related events by:
 - i. Always refraining from inappropriate language;
 - ii. Observing all school rules and policies with an appropriately respectful attitude;
 - iii. Modeling appropriate conflict resolution in accordance with Matthew 18;
 - iv. Relating to all faculty and staff members with courtesy and respect, at all times, including when a conflict or disagreement arises;
 - v. Refraining from gossip which is unbiblical and destructive to any Christian community;
 - vi. Demonstrating courtesy and respect to all other adults, including referees, coaches, and parents of opposing players during sporting events;
 - vii. Refraining from all alcohol and tobacco products on campus or at any off-campus, Geneva related event where students are present; and
 - viii. Dressing appropriately (with modesty) when visiting offices and classrooms or attending school related events.
5. Demonstrate a love of learning and a desire to apply biblical principles to all areas of their lives.
6. Remember they automatically become members of Geneva Community Life and seek to volunteer time and talents accordingly.

Geneva School holds the belief that a positive and constructive working relationship between the school and a student's parents is essential to the fulfillment of the school's mission. Thus, the school reserves the right not to continue enrollment or not to reenroll a student if the school reasonably concludes that the actions of a parent (or guardian) make such a positive and constructive relationship impossible or otherwise seriously interfere with the school's accomplishment of its educational purposes.

B. IN LOCO PARENTIS

Parents carry the God-given responsibility for educating their children. Enrolling their children in Geneva does not release parents from this responsibility. The school serves as a means to assist parents in their life-long duty of instruction. The role of a parent requires the time-consuming, daily, diligent, and caring interaction that results in a lasting influence.

In loco parentis is Latin for "in the place of the parents." At Geneva, authority over students is understood as delegated authority. God has given children to their parents. He has given parents the responsibility of raising and educating their children and the authority to do that task. Many scriptures could be cited to prove this point. For example:

Hear, O Israel: the LORD our God, the LORD is one! You shall love the Lord your God with all your heart, with all your soul, and with all your strength. And these words that I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. – Deuteronomy 6:4-7

And you, fathers, do not provoke your children to wrath, but bring them up in the nurture and admonition of the Lord. – Ephesians 6:4

During the school day, the faculty and staff stand *in loco parentis*.

C. INTERACTION WITH THE BOARD OF TRUSTEES

Geneva's Board of Trustees is a strategic board and does not participate in school operations or routinely review decisions made by the Head of School. That said, the board utilizes a carefully defined appellate function in the Head Support and Evaluation Committee of the board. While the board expects the use of this process to be extremely rare, it believes it may be of value simply to have such a process in place. The Head of School will always be part of this process and will participate fully in any discussion of matters appealed to the committee.

Because the board appoints the Head of School with full responsibility to run the school and the head has the confidence of the board, it would be unusual for the appellate process to overturn a decision made by the head. However, there may be an instance when a review process of decision-making would be helpful to be sure all sides of an issue have been examined. The appellate process can be used by parents for significant disagreements, such as the expulsion of a child from school, or by a faculty member who may imminently be terminated or whose contract has not been renewed. The process is not intended to be used for daily operating decisions or to challenge school policies. In all cases, it is expected that the complainant will have worked through the normal process of conflict resolution following the lines of communication as outlined in this handbook. The appellate process is to be used only by the person affected by the decision.

To appeal a decision, the person affected or his/her parent/legal guardian must submit a written, signed, and dated statement to the Head Support and Evaluation Committee chairperson. No oral or unsigned appeals will be considered. The written statement should describe what the problem is and include specific facts, dates and names, where relevant. The statement should include why the position of the school is perceived to be wrong.

Typically, the appeal will be reviewed in the next regularly scheduled meeting of the Head Support and Evaluation Committee, which meets with the Head of School in attendance. The Head of School participates fully in this meeting. The committee normally meets once a month during the academic year.

D. VOLUNTEERING AT GENEVA

As a support and extension of the family unit, Geneva School considers the family to be of first importance to a student. Through His Word, God indicates that the family is the most important human institution He designed since He compares it to the relationship believers have with Christ. The school is continually seeking ways to involve the parents, siblings, and grandparents of students in the programs and activities of the school. Here are just a few of the ways this can be done:

1. Through teacher notes, student papers, and newsletters sent home;
2. By encouraging parents to assist on campus, regularly or infrequently (arrangements should be made with the teacher or room mom);
3. Making copies and laminating for the teachers;
4. Library and Lunchroom volunteer opportunities;
5. By parents attending weekly assemblies and school meetings;
6. Through participation on field trips in which parents are expected to act as drivers and chaperones;
7. With story-reader, music, or art docent opportunities;
8. By offering opportunities for parents to share experiences, expertise, education, or career;
9. Through our annual Benefit and other large events which rely on assistance from parent volunteers;
10. In-class parties at which parents are invited to volunteer or attend as guests; or
11. At monthly Board meetings which are open to the Geneva community.

All individuals interested in volunteering at the school must pass a criminal background check and complete awareness training through Ministry Safe before being approved for volunteer work.

In the Parents' Agreement portion of the Geneva application, every family agrees to donate at least five hours

per month to the school.

E. VISITING THE CAMPUS

Parents are welcome to visit classrooms. Since frequent disruptions are a deterrent to a productive classroom, we ask that all classroom visits be scheduled in advance with the teacher or the headmaster. Whenever visiting classrooms or volunteering during the school day (after 8:30 a.m. and before 3:00 p.m.), all parents must first sign-in at the main office and obtain a visitor or volunteer nametag to wear while on campus. Those who do not sign in and/or are without a nametag are directed to the school office to correct the matter. Parents on campus do not need to sign-in for assemblies or during other school events such as special class presentations, Grandparents' Day, Jogathon, EagleFest and class parties.

All visitors to the campus arriving after morning drop-off has concluded or before afternoon pick-up has begun will be required to check-in at the guard station. Those with approved permit tags will be allowed to proceed. Visitors without approved permit tags will be required to present an ID such as a driver's license which will be scanned or manually entered into our Raptor Visitor Management System. The system checks the visitor's name and date of birth against a national database of registered sex offenders. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, the system will issue a badge that identifies the visitor, the date, and the purpose for the visit.

Geneva School is a "gun free" campus. Licensed carriers may not have a concealed handgun or an openly carried handgun on or about themselves while on school property.

PURSUANT TO SECTION 30.06, PENAL CODE (TRESPASS BY HOLDER OF A LICENSE TO CARRY A CONCEALED HANDGUN) A PERSON LICENSED UNDER SUBCHAPTER H, CHAPTER 411, GOVERNMENT CODE (CONCEALED HANDGUN LAW), MAY NOT ENTER THIS PROPERTY WITH A CONCEALED HANDGUN.

PURSUANT TO SECTION 30.07, PENAL CODE (TRESPASS BY LICENSE HOLDER WITH AN OPENLY CARRIED HANDGUN), A PERSON LICENSED UNDER SUBCHAPTER H, CHAPTER 411, GOVERNMENT CODE (HANDGUN LICENSING LAW), MAY NOT ENTER THIS PROPERTY WITH A HANDGUN THAT IS CARRIED OPENLY.

Such restrictions do not apply to qualified law enforcement personnel, including security personnel hired by the school, or trained school personnel approved to carry by the Board of Trustees.

F. SIBLINGS ON CAMPUS

Due to safety and space concerns, siblings may not, at any time, accompany parents volunteering on campus or attending class parties and events or on the playground during school hours. Siblings are welcome to attend weekly assemblies, eat with a parent and student at Al Fresco Lunch, or join birthday celebrations as long as he/she is within constant parent supervision.

F. CONFLICT RESOLUTION

In Matthew 18, the Lord gives instruction concerning the manner in which Christians should settle disagreements. The process has three steps. The first and crucial step is going to the offending party personally. Should this not resolve the matter, then the second step consists of going to the person and bringing another Christian along to serve as a witness. Should this action prove futile toward bringing about an acceptable resolution to the matter, then the final step consists of bringing the dispute before the authority of the organization for a final ruling.

This process has but one goal: restoration of the relationship between Christian brothers. All who are in the school community – whether parents, administrators, teachers, or students – must never lose sight of this goal. It is important to note that Christ provided a process that settled disputes quietly. In most cases, problems can be worked out in a one-on-one manner, and no one in the broader community needs to know.

Gossip is a sin that can prevent the attainment of the goal of restoration and unity. Talking about a dispute or problem behind another's back goes against Christ's intention that disputes be handled quietly and graciously. Gossip drags

others into a dispute that they are not part of and harms the reputation of another without giving him any chance to defend himself. For these reasons, Christians must refuse to resort to this type of destructive behavior and refuse to listen to others who would delve into this sin. Geneva is committed to handling disputes and disagreements in the biblical manner as articulated in Matthew 18. Disagreements and disputes are inevitable. As parents who serve as instructors and examples of godliness to their children, all must model the biblical method of dispute resolution and demand that their children also handle disputes properly.

The principle is simple: if one has a problem with another – whether it is a board member, administrator, teacher, parent, or student – they should go directly to him or her and talk about it (if parents have a problem with a student, they should contact the student’s parents and not confront the student him or herself). This sort of action takes courage, but it is an action that the Lord requires of His children. Generally, relationships are mended when things are handled in a one-to-one approach. Sometimes, however, the problem cannot be solved at this level.

For instance, if a parent has a concern about his student’s class, instead of calling the headmaster, the first person to call is the teacher. If the situation cannot be resolved with the teacher, then the parent needs to make an appointment for a meeting with the appropriate headmaster. At this meeting, both the parents and the teacher should be there to discuss the problem with the headmaster. The purpose for this meeting is to bring about resolution and restoration. If not, then the disputing parties, along with the headmaster, meet with the Head of School. The final step when all the above has been tried and failed is to appeal the matter to the Board of Directors.

G. REVERENCE IN SPEECH

In keeping with its Statement of Faith, Geneva School places a high value on the development of Christian character. One way in which this is developed is in the area of speech. The school wishes to ensure that God’s name, character, and truth are honored and respected in all that is said and done.

In all areas of instruction, proper respect and consideration of God’s character is given. Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord are to be consistent with biblical principles.

In the third commandment, God tells His people not to use His name in vain. People often think that they have kept this commandment if they do not use the Lord’s name as part of a string of curse words. While it is certainly wrong to use the Lord’s name in this manner, the original command is much broader. The biblical concept of “vanity” is akin to the notion of emptiness, silliness, or triteness. People break God’s commandment any time they use the Lord’s name in an empty, silly, or meaningless way. Geneva School is committed to having a student body that honors the Lord with its speech and actions and seeks parental support with this matter.

For the sake of the student’s spiritual training and the work of Geneva School, joyful encouragement and instruction in reverential knowledge of the Lord is necessary, honored, and respected at Geneva School.

H. STAYING INFORMED

The Geneva faculty and administration have several means by which they seek to keep parents informed as to lesson plans, homework assignments, school events and such. These instruments of communication are listed below. Parents are encouraged to keep themselves current on all Geneva news and activities through regular perusal of the various mediums.

Homeroom Weekly Email and Reminders Each Friday (or the last school day of a week), Grammar School teachers communicate to parents via ParentSquare providing valuable information and insight into a student’s upcoming week.

RenWeb Geneva School faculty communicates regularly with parents through a web-based program called RenWeb. This program can be accessed through the Geneva website (www.genevaschooltx.org) or at www.factsmgmt.com. Through the *Parent Login*, Geneva parents are able to login to access basic information about the school as well as their student’s daily cumulative behavior, schedule, and homework assignments. **The school ID is GSB-TX.** The user name that parents enter must match the ones entered by the school office. A random password is assigned and emailed to all first time users. After signing in the first time, parents may change the password. If unable to sign in, please contact the school secretary. Please note, RenWeb will automatically generate and send an email notification regarding behavioral or dress code violations.

ParentSquare Geneva School utilizes ParentSquare to communicate group-wide messages to parents regarding items such as: lunch orders, grade level events, assemblies, volunteer opportunities and sign-ups, sports and other extra-curricular information and important dates. Additionally, ParentSquare is equipped with a robust search feature for locating old messages.

School Website Geneva's website is a source for basic information about the school such as job postings, admissions information and parent resources. Visit the school's website at www.genevaschooltx.org.

iFYI Each Friday (or the last school day of the week), the school publishes a newsletter containing official information concerning school activities and other important announcements. A copy of the newsletter is emailed to Geneva families and grandparents.

Eagle Eye This newsletter is mailed to all Geneva families, grandparents and graduates after each quarter with highlights of events and accomplishments by our students from the previous quarter.

I. GENEVA COMMITTEES

Geneva School committees exist to assist the administration and enrich the classroom experience. The Board of Directors has one standing committee, the Finance Committee. All other committees are formed as needed each year and are subject to annual review. Membership on some of these committees is by Board appointment, while others, such as GBC (Geneva Booster Club) and GCL (Geneva Community Life), exist under the leadership of the Head of School. Parents with questions about a particular committee should contact the school office and request the name of the chairperson of that committee.

J. FINANCES

Any questions about finances may be directed to Geneva's Business Office. Tuition payments at Geneva are managed by FACTS, a tuition management institution.

The School fully expects all parents to stay current with their tuition and fee responsibilities, and to honor financial commitments made with the School. The following policy governs all issues regarding tuition, fees, collection and refund.

Tuition Payments and Delinquencies

1. The Board will set tuition after consultation with the Finance Committee and the Head of School. Tuition shall be paid in one of two ways: (1) full payment must be made by January 31 (the due date for the re-enrollment contract) or any other specific date established by the Head of School in writing; or (2) parents must enroll in FACTS and make periodic payments. Deposit amounts will be set by the Board and are non-refundable.
2. Parents using the FACTS tuition program will be informed that FACTS assesses a mandatory late fee of \$50 for payments that are 5 days (or more) past due. FACTS will issue a letter directly to the parents concerning this matter.
3. For all tuition payment plans (including the FACTS tuition program), an authorized representative of the School will inform the Head of School when any tuition payment is 30 days past due. In addition, the Head of School will report to the Board the number of families who are in arrears each month. At such time, the parents will be notified by letter of the delinquency and informed that the situation must be cured (i.e., current on all outstanding payments) within 30 days. During this period of delinquency, steps may be taken by school administration to bring the matter to the parent's attention, including removing family access to RenWeb or limiting student's participation in extra-curricular activities.
4. If, after an additional 30-day period (90 days from initial delinquency and a period during which parents can apply for financial aid and receive the results), all outstanding tuition payments are not brought current, then the parents will be notified and the student will not be allowed back into the School. The Board will also be notified of the specific delinquency at this time.
5. Should the student arrive at the School after such notification, the student will be held out of class and the parents will be called to pick up the student.
6. In order for the student to be allowed back into the School, an authorized representative of the School must sign a document officially informing the Head of School that the delinquency has been cured.

7. All payments must be received by 12:00 p.m. on the due date in order for the student to return to campus the following day.

Release from Tuition Contract

8. Once a family has signed a commitment to enroll a student (and, therefore, reserved a spot for a student), the School expects every family to honor its promise to pay tuition in full, regardless of circumstances and regardless of when the student withdraws. The school makes financial commitments to employees and vendors based on the enrollment numbers and so can face financial hardships (that must be passed along to the school community) when tuition contracts are not honored.

There are limited circumstances, however, in which the School will consider a release from further financial obligations indicated in the tuition contract. Please note that a release from the tuition contract does not necessarily qualify a family for refund of tuition paid. Information about possible refund of tuition paid is included below.

The following govern all requests for a release from the tuition contract:

- a. The deposit is non-refundable. All fees are non-refundable.
- b. All requests for release from the tuition contract must be made in writing to the Head of School. The Head of School will respond to the requesting family in keeping with the policy as indicated here. There is no appeal to the Board, and this entire process is under the direction of the Head of School.
- c. A family is “eligible” for release from further obligations in the tuition contract IF tuition has been paid in full OR the family is enrolled with FACTS (and current on all periodic payments) AND the withdrawal is due to one of the following circumstances:
 - i. Death in the student’s immediate family;
 - ii. The student permanently moves more than 100 miles from Geneva School;
 - iii. Medical necessity which renders the student unable to attend Geneva School or any other school;
 - iv. Unexpected and substantial loss of income to primary wage-earner in student’s immediate family; or
 - v. The School determines that a student may not reenroll prior to the beginning of the school year. Note, once the school year begins, this subparagraph does not apply. In other words, if the student is expelled from Geneva School, the family is not entitled to a tuition refund.
- d. A family who is “eligible” pursuant to subparagraph (c) and makes request pursuant to subparagraph (b), above, will be entitled to a release from the tuition contract as follows:
 - i. If the request is made on or before April 30 preceding the school year, the family will be obligated to pay 20% of the total amount of tuition due and released from the remaining 80% of the total amount of tuition due. If a family has paid in full or has paid for more than 20% of the total amount of tuition due, then the amount in excess of 20% will be refunded.
 - ii. If the request is made on or before June 30 preceding the school year, the family will be obligated to pay 40% of the total amount of tuition due and released from the remaining 60% of the total amount of tuition due. If a family has paid in full or has paid for more than 40% of the total amount of tuition due, then the amount in excess of 40% will be refunded.
 - iii. If the request is made on or before August 20 preceding the school year, the family will be obligated to pay 60% of the total amount of tuition due and released from the remaining 40% of the total amount of tuition due. If a family has paid in full or has paid for more than 60% of the total amount of tuition due, then the amount in excess of 60% will be refunded.
 - iv. If the request is made between August 21 preceding the school year and October 31 of the current school year, the family will be obligated to pay at least 80% of the total amount of tuition due and released from the remaining amount of tuition due. The actual amount of obligation will be prorated depending upon the date of request.
 - v. No refunds will be given for requests received after October 31 of the current school year.

Refunds When Filling Vacated Seats from the Wait Pool

9. In addition to release from tuition contract and refunds for payments in excess of the obligated amounts, the school also provides a prorated refund (except non-refundable fees and deposit) if the following conditions are satisfied:

- a. Written request is made pursuant to subparagraph (b) above; **and**
- b. Tuition has been paid in full or the family is enrolled with FACTS (and current on all periodic payments); **and**
- c. The student's class is "full" (i.e., there are no spots available in that class) at the time the request is made; **and**
- d. There is a qualified student (already applied, accepted and placed on a wait pool) to replace the withdrawing student at the time the request is made; **and**
- e. The qualified student accepts the vacated spot and enrolls in Geneva School.

K. ADMISSIONS

The Admissions Committee of the Geneva School of Boerne is charged by the Board of Directors with the task of admitting students and families who share beliefs, goals and abilities in common with the school populace. The Committee makes its determination through application, testing, student visit, and family interview. The Committee looks for:

1. Families who share beliefs and goals similar to those identified in the school's statement of faith and philosophy of education.
2. Families and students who have abilities, talents and a strong desire to join with the school to fulfill its mission.
3. Students who are academically compatible with the population of GSB students they will join.

The Geneva School is not suitable for everyone. Acceptance into GSB is not guaranteed and the school reserves the right to deny admission to a student or family if it believes the student or school is best served by this decision. The Admissions Committee makes its decision after careful consideration and prayer. Generally, the Admissions Committee declines admission when it would not benefit the student or the school due to incompatibilities in one or more of the areas listed above. Due to the sensitive and, at times, difficult nature of the committee's work, decisions not to accept are shared by letter and without further comment.

The Geneva School of Boerne does not discriminate on the basis of race, color, nationality, disability or ethnic origin in the administration of its educational, admission, tuition assistance, financial aid, or employment policies, or any other programs administered by the school. The school reserves the right to use religion as a hiring and admissions criterion for all positions, due to the mission and nature of our school as a Christian faith-based institution, as permitted by law.

L. REENROLLMENT

Geneva School invites students in good standing to reenroll. Those on Academic or Behavioral Probation (see "Academic Probation" and "Behavioral Probation" below) face the possibility of not being invited back or having the decision delayed until the end of the school year. The school administration determines who may be invited to reenroll early in the second semester based on input from the faculty. Depending on the number of qualified applications in Admissions, those on probation may have their spot taken by a new applicant. In this case and assuming the probation is lifted, the student previously on probation will be placed in the wait pool for the next year.

Early in the second semester, reenrollment contracts are issued. A signed contract must be received by the deadline indicated to ensure a place for the student for next year. Shortly after the reenrollment deadline, the Admissions Committee begins accepting new students for the following school year. Those who are invited to reenroll in January and do so but earn Academic or Behavioral Probation at any point in the Spring Semester face the possibility of losing their reserved spot for the next year through nullification of the enrollment contract.

To ensure a place for a student for the next year, an enrollment contract must be signed at registration time by the party financially responsible for the education of the student. Contracts must be entered into carefully as a signed and returned contract obliges the signer to pay the full tuition without exception.

M. FINANCIAL ASSISTANCE

Geneva School of Boerne offers financial assistance to families with students in good standing and with a demonstrated financial need. Such financial assistance is granted on a year-by-year basis. Families seeking financial assistance must apply each year for consideration. Applications for financial assistance are to be completed online at

<https://online.factsmtg.com/aid> and are due by the deadline published in the *iFYI* during the Fall Semester. All information required for demonstration of financial need is held by the school in strict confidence and is only viewed by the Business Manager and the Financial Aid Committee comprised of two members of the Board of Directors and the Head of School.

III. ACADEMICS IN GRAMMAR SCHOOL

A. GRADING PHILOSOPHY

The purpose of grades is to convey accurate information regarding student performance. As such:

1. It is important to resist grade inflation that, over time, inaccurately reports students as performing at a higher level than they actually are.
2. It is important that parents understand the information conveyed by grades.
3. It is important that parents, students, and teachers accept and value truthful information over inaccurate, inflated grades.
4. It is important that higher-level grades be reserved for performance that is significantly above expectations and requirements for grade level advancement. Performance that is acceptable but not significantly above expectations should not receive higher-level grades.
5. Low “B” and high “C” level grades should reflect performance that meets but does not exceed expectations.

Accordingly, Geneva assigns grades that generally reflect the following levels of subject matter mastery. Please note that these are very broad descriptions and it remains within the discretion of each teacher to interpret these guidelines as appropriate for the subject matter and grade level involved.

A (90 – 100). Work at this level:

1. Meets all standards for “B” work (below);
2. Shows attention to detail and care with presentation;
3. Shows well developed structure and focus;
4. Reveals precise and exact understanding of the material;
5. Demonstrates an understanding sufficient to allow the student to raise new questions, demonstrates new insights or suggests new approaches;
6. Shows confidence with the ideas explored; and
7. Contains some originality of thought and expression.

B (80 – 89). Work at this level:

1. Meets all standards for “C” work (below);
2. Is organized and neat;
3. Presents thoughts clearly with no ambiguity;
4. Demonstrates understanding of the material; and
5. Omits very few important points or questions.

C (70 – 79). Work at this level:

1. Demonstrates gaps in understanding of the material;
2. Contains some structure and focus;
3. Is only occasionally ambiguous or unclear;
4. Covers most central points; and
5. Identifies the central questions.

D (65 – 69). Work at this level:

1. Contains many errors or serious omissions in understanding;
2. Shows poor organization;
3. Has a lack of structure and focus;
4. Has a high degree of ambiguity; and/or
5. Forces the teacher to guess at the student's meaning.

F (below 65). Work at this level:

1. Is rated as failing;
2. Contains serious and extensive errors in the understanding of the material;
3. Shows lack of conscientious engagement;
4. Is sloppy in presentation; and/or
5. Demonstrates lack of care.

B. GRADING POLICIES AND PROCEDURES

In order to convey accurate information, grades must reflect:

1. A student's grasp of the subject matter content;
2. A student's performance relative to his or her peers (a parent should be able to reasonably conclude from an "A" that the student is performing at a high level in comparison to his or her peers); and
3. A student's likely ability to succeed in future academic endeavors at Geneva. For example:
 - a. A parent should reasonably conclude from "A" work that the student has the ability and skills necessary to continue to perform significantly above expectations both in the current grade level and at the next grade level; and
 - b. A student whose ability in a subject area causes concern for the faculty member should not receive a "B" or an "A" in that subject matter because such a grade conveys subject matter mastery above grade level expectations to the parents.

C. REPORTING FOR GRADES K-PREP, KINDERGARTEN AND FIRST

In Kindergarten and First grade, students receive quarterly reports that indicate the skills and concepts taught. The grades are as follows: **M**, **D**, **B** or **NT** (see descriptions below). First grade report cards are delivered through RenWeb. Kindergarten report cards are handwritten and not delivered through RenWeb.

Grammar School students develop at different rates and so require thoughtful evaluation. Our evaluation addresses whether concepts have been learned or require more practice and support. The following scale helps communicate the evaluation between school and home:

M (*meets expectations*)- given to students who meet grade level skills and concepts independently and consistently.

D (*developing*)- given to students who are developing grade level skills and concepts. Some extra support and practice is required.

B (*below expectations*)- given to students working below grade level expectations. Frequent support is needed.

NT (*not targeted*)- skill or concept has not been targeted for assessment during the reporting period

Progress reports and teacher recommendations for extra practice or support will be provided when necessary.

D. GRADING SCALES FOR GRADES 2ND-5TH

1. GRAMMAR SCHOOL ACADEMICS

The grading scale to be used in Grammar School for all subjects that receive A through F letter grades:

<i>Range</i>	<i>Letter Value</i>	<i>Definition</i>
90-100	A	Excellent
80-89	B	Surpassing
70-79	C	Satisfactory
65-69	D	Unsatisfactory
Below 65	F	Unacceptable (failing)

2. BEHAVIORAL EVALUATION

The “M, D, B” scale is used for behavioral evaluation. Geneva places a high emphasis on the behavior of students and their efforts to learn and apply biblical standards. It is important to evaluate students and convey information to parents regarding behavioral aspects of their student’s growth. Behavior is a daily cumulative grade for all classes including art, Latin, motor lab, music, lunch, and PE. Cumulative behavior is reported in the homeroom on RenWeb according to the following scale:

- **M** - Our standard at Geneva is high and we desire students to ultimately **Meet the Expectations**, both consistently and independently, that we have placed before them. This score may take several quarters to earn.
- **D** - We recognize that students may need more time to reach this goal. Therefore, you will notice the mark of **Developing** on some of your student’s grades. This means that they are not there YET but with additional correction, practice, support and effort they may obtain the high standard of Geneva. Expect to see D marks on the report card.
- **B** - If your student receives a mark of **Below Expectations**, we are communicating that your student requires frequent support and correction. Consider it a gift to know the areas in which they need to grow and improve. Early intervention and correction are effective in the learning process and will lead to future success.

3. ART, MUSIC, MOTOR LAB, PHYSICAL EDUCATION AND SCIENCE

The “M, D, B” scale is used for assessing Grammar students’ participation in science, fine arts, Motor Lab and physical education classes. In these classes, the scale is interpreted as follows:

- **M** - Our standard at Geneva is high and we desire students to ultimately **Meet the Expectations**, both consistently and independently, that we have placed before them. This score may take several quarters to earn.
- **D** - We recognize that students may need more time to reach this goal. Therefore, you will notice the mark of **Developing** on some of your student’s grades. This means that they are not there YET but with additional correction, practice, support and effort they may obtain the high standard of Geneva. Expect to see D marks on the report card.
- **B** - If your student receives a mark of **Below Expectations**, we are communicating that your student requires frequent support and correction. Consider it a gift to know the areas in which they need to grow and improve. Early intervention and correction are effective in the learning process and will lead to future success.

E. CONTROVERSIAL SUBJECTS

Controversial subjects are those subjects which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Some

examples of controversial subjects: Environmentalism, the War Between the States, old earth/young earth, partisan politics, human sexual relations, Halloween, Santa, holiday or religious traditions, etc.

This policy is designed to respect the convictions of parents and teachers in various and sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview.

This policy applies to all teaching staff in the course of their teaching duties. It does not apply to faculty on their own time. The guidelines for dealing with controversial subjects are as follows:

1. In the course of teaching a class, a teacher sees that a subject has arisen which he or she has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will not help him or her achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.
2. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
 - a. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
 - b. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
 - c. As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.
 - d. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
3. Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to Rhetoric School classes such as biology, and biblical principles and references, as they arise in appropriate class contexts.
4. The teacher is to remember that according to Scripture he/she is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with student(s) on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

F. ACADEMIC PROBATION

Academic Probation is a means of informing a student that his/her lack of progress in the classroom is to be taken seriously. It is intended to convey to students that unless significant improvement occurs, they will fall behind their grade level and be unable to continue at Geneva. A student is placed on academic probation if he or she earns a "D" in any two subjects in a quarter or an "F" in any one subject in a quarter. Parents are required to attend a conference with the headmaster **to discuss action steps to help the student succeed.** We desire to come alongside developing students and partner with families in this endeavor.

Once the failing grades are brought to a passing level and no other grades or combination of grades warrant probation, the student is removed from academic probation. Evaluation of eligibility will take place at the scheduled reporting dates – the Unsatisfactory/Failing Report dates (mid-quarter) as well as the Report Cards dates (end of quarter) as listed on the school calendar. **Students who are placed on academic probation at the end of the school year will remain on academic probation at the start of the following school year. Under such circumstances, the earliest the student may regain eligibility is the midpoint of the first quarter (the Unsatisfactory/Failing Report date in early October) or in some cases may not be allowed to reenroll for the following school year.**

G. ACADEMIC EXPULSION

Multiple failing grades in a reporting term are often an indication of a serious academic problem, one that the school may not be equipped to help. Generally, a student in grade four or higher is not allowed to continue the current academic year at Geneva if he or she earns a “D” in three or more numerically graded subjects or an “F” in two or more numerically graded subjects in a quarter. Under such circumstances, the student is often better served in another academic setting.

The expulsion of a student for academic reasons, either mid-year or at the end of an academic year, does not release the parents from any tuition contract in effect.

A student expelled for academic reasons is eligible for consideration for readmission after they have had at least one full academic year away from Geneva and if they show evidence of improvement in their academic performance. Admissions testing and interview (If applicable) will be required for consideration for readmission.

H. HOMEWORK

Geneva School recognizes that students need homework so that they can complete unfinished work or practice their skills to reach their full academic potential. Homework is also an essential tool in teaching personal responsibility and diligence. Many skills such as reading, practicing math facts, studying, reading God’ Word and memorizing Scripture are considered habit-building, not homework. At GSB, homework is generally assigned for one of four reasons:

1. To provide extra practice with new concepts, skills, or facts.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study. Daily homework allows for these short periods of study.
3. Homework may also be assigned to students who, although given adequate time to complete an assignment in class, were unable to accomplish assignment completion.
4. Homework is also given as a means to encourage parent participation in the student’s education. Such participation keeps the parent informed as to the current topics of study in the class.

The amount of homework varies from grade to grade and from student to student. In the early grades (K-2nd), homework consists of math facts, reading, and studying. Parents are encouraged to read with their students and review relevant material. In third through fifth grades, homework averages around an hour a night. In Grammar School, homework is not assigned over the weekend with the exception of long-term projects. During the school day, Wise Time is provided in each class for students to complete work. Please note that the amount of homework for students depends on how well they use time in the classroom as well as on their personal pace. Some students process quickly and do not need as much time to complete assignments whereas other students process slower and take additional time to complete tasks. If your student has multiple subject assignments other than reading, math facts and studying for tests please make an appointment with the classroom teacher.

I. TUTORING

If a student is encountering difficulty in a particular subject, the first step is to seek extra help from the teacher involved. A student who has questions or needs assistance may make an appointment with any teacher at another mutually convenient time. Teachers may tutor students in their classes for a short duration only (no more than five tutoring sessions) and may not accept payment. Students in need of more assistance may arrange for tutoring for pay with another Geneva teacher or seek outside, professional tutoring. The student’s current teacher may not provide tutoring for pay.

J. TEXTBOOKS AND SUPPLIES

Textbooks and resource books are issued at the beginning of the school year and at other times during the year as requested by the teacher. Beginning in second grade, students take ownership of some of their classroom books (purchased through tuition) so that they may be taught the skills of annotating and have these books for future reference. These books become the student’s property at the end of the school year. Students are required to replace or pay for any school-owned textbooks, library books and supplies given to them if they become damaged or lost.

K. LIBRARY

All Grammar School classes have a scheduled weekly instructional visit to the library. The students are allowed to check out books. All library books are due two weeks prior to the end of the school year. The school encourages donations of quality, unabridged and appropriate literature in accordance with the guidelines of the Geneva School. Please consult with the librarian regarding book donations and volunteer opportunities.

L. OUTSIDE LITERATURE

Students are not allowed to bring literature to school to pass out to other students. In addition, Geneva does not distribute materials from third party organizations unless that material has a clear connection to the school curriculum.

IV. ATTENDANCE**A. DAILY SCHEDULE**

Grammar School

Faculty devotions	7:40 a.m.
Open for students	7:50 a.m.
Classes begin	8:15 a.m.
Pick-up begins for GS students	3:15 p.m.
Final student pick-up	3:40 p.m.
Charge for late pick-up begins	3:50 p.m.

This schedule is subject to change. Any changes are communicated from the Head of School.

B. ARRIVAL

Arrival time for Grammar students is between 7:50 a.m. and 8:10 a.m. Students are dropped off where the Headmaster greets students and remain outside until 8:00 when they are dismissed to class. Any student arriving before 7:50 a.m. must be accompanied and supervised by an adult until the teachers on duty arrive. Students should not be dropped off to wait alone at the flagpole if a teacher or staff member is not yet on duty. Teachers are not responsible for students on campus until 7:50 a.m. unless prior arrangements are made between the teacher and parent and approved by the headmaster. Grammar School teachers are in their classrooms to welcome students from 8:00 a.m. until class begins at 8:15 a.m. However, please plan on 8:10 a.m. as the latest drop-off time. After 8:10, please park and check in at the Grammar School office. Students use this time to unpack, study, prepare for the day, greet their classmates, or get special help from their teacher. DO NOT drop off students if a school employee is not on duty.

Due to the potential for accidents and injury during the morning drop-off, parents are not permitted to use a cell phone while driving on the campus.

C. TARDINESS

Students are dependent on parents for arriving at school on time. Parents are asked to be punctual. Doing so sets a good example for students and demonstrates the importance of education. In Grammar School, a student is considered tardy when he or she arrives between 8:15 and 10:00 a.m. Students who arrive between 8:00 and 8:15 have the opportunity to prepare for the day. This preparation is an important factor for success in the classroom. A Grammar School student who misses instruction due to tardiness will be responsible for the work missed and may miss recess that day to complete the work. Arriving late has a negative impact on the day and is disruptive. If a student arrives to the classroom after 10:00 a.m., the student is counted absent. When a Grammar School student has been tardy three times during a quarter, a call is made from the headmaster to the parents of the student to inform them of the situation. Parents are expected to remedy the situation.

Tardy Grammar School students must be accompanied to the main office by a parent to obtain a late arrival slip. Once the student has received a late arrival slip, the parent must accompany the student to the

classroom.

In severe cases where tardiness is habitual, a formal meeting will take place. If not corrected, Geneva reserves the right to suspend, expel, or refuse re-admittance.

D. ATTENDANCE

Regular school attendance is necessary to a student's progress in school. During each day, students are exposed to various types of instruction. Because each class period should contribute significantly to the curriculum objectives of Geneva School, and because the instructional program is progressive and sequential, student attendance in all prescribed classes is critical. Students on class field trips are considered present even though not physically on campus.

If a student reaches six absences (planned or unplanned) in a quarter, a parent conference is scheduled with the headmaster and teachers to determine the student's ability to complete the work necessary to pass the quarter.

A parent must come to the main office to sign out a student before taking the student off campus prior to 3:15 p.m. Leaving early (before 3:15) is highly discouraged. A student leaving early may miss wise time, specials, or important academic instruction. Repeated, early dismissals of students are disruptive to the entire class. Please schedule extracurricular lessons and appointments for a time that does not require repeated, early dismissals.

1. ABSENCE

A Grammar School student is considered absent if the student does not attend, if he or she arrives after 10:00 a.m., or if he or she leaves campus for the day before 1:00 p.m. On early dismissal days, students who attend less than two hours are counted as absent for the day.

The following guidelines are observed:

- a. Obtaining the missed assignments is the student and parents' responsibility. If the teacher(s) schedule(s) allow, daily work assignments and books are prepared at the request of the parents (requests made before 9:00 a.m.) to pick up in the main office before 4:00 p.m. Students are responsible for returning missed work in the time set by the teacher. If there is a medical reason preventing the student from completing the assignment in the time allocated by the teacher, it is the parents' responsibility to notify the teacher in writing prior to the due date of the work.
- b. A record of attendance for each student is kept. The total number of days absent and days present is recorded on the student's quarterly report card.

Parents are asked to keep in mind these facts as they consider family trips that lead to absences:

- a. Students can rarely be absent without a negative effect on their progress.
- b. Asking the teacher to help a student catch up on missed work creates an additional burden on teachers.
- c. If a family trip is planned, please notify the Grammar School office and the teacher in writing at least five days in advance. Students will fill out a planned absence form that is signed by the teacher(s) and headmaster. The teacher will gather as many assignments as possible for the student to take prior to the trip. Parents are responsible for ensuring that all class work and homework is completed and given to the teacher on the first morning of their return. Tests will not be given early. If the absence coincides with the last week of a quarter (end of a grading period), a student must take all tests and complete assignments prior to the absence.

E. SCHOOL CLOSINGS

If Boerne Independent School District (BISD) schools close due to inclement weather, Geneva School is also closed. **School social media**, radio and T.V. stations usually broadcast these closings by 7:00 a.m. On occasion, Geneva may need to close while BISD is on holiday or elect to close school contrary to BISD's plans. In the event of any closing or delayed start at Geneva School, the school will utilize the *Parent Alert* system to notify parents. This system sends messages by phone, text and email to the addresses provided by parents.

F. DISMISSALS

Due to the need to clear the fire lane quickly in case of an emergency, parents must not leave their cars unattended, even briefly, in the drop-off/pick-up zones. Parents may park in the parking lots or in the lot in front of the Multi-Purpose Building (MPB). **Parents may not go to the classrooms to pick up their students.**

Parents arriving late (after 3:40 p.m.) must notify the school. Students who have not been picked up by 3:40 p.m. are taken to the Grammar School office. Late parents are charged a fee of \$5 per student per every 5-minute increment that a student is left at school after 3:40 p.m. This fee is billed to parents on a monthly basis. Occasionally, everyone is delayed by an unanticipated event. Therefore, parents are not charged the first two times their student is picked up late.

If a carpool forms, the main office must be notified. Any deviation from the student's regular means of transportation must be communicated to the main office. This is for the safety of all of our students.

Due to the potential for accidents and injury during the afternoon pick-up, parents are not permitted to use a cell phone while driving on the campus.

In the case of a last-minute change requiring a student to be picked up by another parent or someone not in the normal carpool, parents must notify the office no later than 3:00 p.m. Notification to the staff once the dismissal routine has begun delays the process for all involved and is therefore not permitted. If such notification has not occurred by the determined time, drivers are required to park and wait until the end of the dismissal period after which the staff can properly attend to the situation.

Any change to a student's normal pick-up arrangement MUST be communicated by email in advance to all of the following: Grammar School Headmaster, School Secretary, Grammar School Administrative Assistant(s) and the child's daycare if applicable.

G. EARLY DEPARTURES

Leaving early (before 3:15 p.m.) is highly discouraged. Early departures of students are disruptive to the entire class. Additionally, a student leaving early will miss important components of his/her Geneva education such as art and music docent lessons, fine arts classes, library, and in some cases core subject instruction. Please schedule extracurricular lessons and appointments for a time that does not require repeated, early departures.

If for any reason a student must be picked up from school prior to 3:15, an advance email to all three of the following is **required**: homeroom teacher, School Secretary and Grammar School Executive Assistant(s). This is critical in allowing efforts to be made to understand where the student will be at the time of early departure, having the student prepared with their belongings regardless of where on campus he/she may be, and most importantly: **minimizing classroom disruption**. The parent or guardian picking up a student early must come to the main office to sign out a student before taking the student off campus prior to 3:00 p.m. After 3:00 p.m., student pickup will have to wait until the regular dismissal time starting at 3:15 p.m.

Patterns of early departure or consistent appointments made at the same class time will result in a conference with the Grammar School Headmaster.

V. STUDENTS' DAY AT SCHOOL

A. CONTACTING THE SCHOOL

During the school year, the office is open from 8:00 a.m. to 4:00 p.m. Monday through Friday. At other times, people calling the school may be connected to a voice mail system through which a message can be left. Parents wishing to speak with individual teachers may leave a message on the teacher's voicemail or email. Teachers will return phone calls as soon as their schedules permit (usually within 24 hours). Parents are asked to refrain from calling or texting **teachers and staff members** on their personal phones. Teachers are busy during the school day teaching and focusing on students so will not be checking or responding to text messages. Any business related to school should be communicated **ONLY by school email or a phone call to school**. Any urgent communication needs during the school day should be directed to the Grammar School Office.

B. MESSAGES AND DELIVERIES

Only in the case of emergency are classes interrupted to deliver messages from home. In such cases, parents may call the office to have the message delivered to their student. In the event that a parent needs to deliver an item to a student, the parent must leave the item in the office. Because the office staff is limited, the school cannot be responsible for delivering items to students during the school day. If a student believes that an item may have been brought to the office for him or her, the teacher may permit the student to go to the office and inquire about the item. **Please do not use a teacher's personal email account or cell phone number to communicate school business. Please send emails to their Geneva email address or call the school office to leave a message.**

C. LOST AND FOUND

Articles found on campus are turned in to the lost and found bins located in the nurse's office or by the Logic and Rhetoric administration building. Please check these bins periodically for any missing items. The bins are cleaned out regularly, and unclaimed items are donated or discarded.

All clothing, lunch bags, water bottles, student-owned books, book bags, etc. must be clearly marked with the student's name. Permanent marker or iron-on labels work best.

D. LUNCHES AND SNACKS

Parents are required to provide a lunch (including a drink) for their student. A hot lunch is available every day for those who have purchased the lunch by the due date. Lunches brought from home cannot be refrigerated or microwaved, so items must be brought that do not require special preparations. A soft insulated lunch container and a freezer pack are good for keeping lunches cool.

In the event that a student has no lunch, the student may call a parent to have a lunch brought. Lunches must be delivered to the office (not in the MPB where they are likely to be misplaced). Students who expect a lunch delivery are allowed to stop by the office at the start of the lunch period to inquire about the delivery. If a lunch has not been delivered by the start of the student's lunch period, they will wait in the MPB until a lunch is delivered or until the start of lunch recess.

Due to the possibility of adverse reactions from food allergies, students may not share lunches.

Parents are encouraged to join their students for "Lunch Al Fresco." Lunch Al Fresco is outdoor seating at the playground picnic tables on designated days for each grade level that will be communicated at the start of the school year. Preschool-aged siblings are allowed to attend and to sit with the parent and student during lunch. During lunch recess, siblings may only be on the playground under direct supervision by the parent due to safety reasons. Lunch Al Fresco is intended for the student alone to have lunch with their family. Lunch Al Fresco will be held on designated days, by grade level Tuesday-Friday, usually beginning the third week of school. Following lunch, students must stay with the parent until their classmates arrive at the playground for lunch recess.

E. FOOD, CHEWING GUM, AND DRINKS

Students are not allowed to chew gum on campus. Other food and drink may be consumed only at lunch or at an appropriate snack time designated by the teacher. Parents are asked to send a healthy, substantial mid-morning snack for their student(s). In addition, students should bring a water bottle (no glass containers) every day. Water is preferred over juice drinks. Soda is not allowed.

F. RECESS AND PHYSICAL EDUCATION

Involvement in outdoor activities is an integral part of education at Geneva School for all students. The school seeks to train the body, as well as the mind, soul, and spirit. Students participate in a variety of outdoor programs. Students may be excused from outdoor activities due to health reasons but must provide a dated note to his or her teacher signed by the parent or guardian indicating the specific reason for not participating. Those students who are excused from participating either observe class or act as scorers or timekeepers. Exceptions may be made depending on the nature of the illness and weather conditions.

If there are medical reasons for restricting a student's involvement in outdoor activities, parents must provide a doctor's statement indicating the reason. Participation in non-Geneva extra-curricular activities is not accepted as a valid reason for a student to be excused from physical education.

Whether as players or spectators, Geneva School students and parents are expected to display team spirit, loyalty, and good sportsmanship at all times. Good sportsmanship means that students and parents:

- Never hiss, boo, or make disparaging remarks about the opposing players, referees, teammates or teachers.
- Play hard, making every effort to win, but never violating the rules.
- Never attempt to injure opponents.
- Acknowledge good play, whether by a Geneva player or an opposing player.
- Never boast in winning or make excuses in losing.
- Accept responsibility for own mistakes.
- Practice safety and follow the instruction of the teacher or coach.

More information about good sportsmanship may be found in the school's *Athletics Handbook*.

G. HOLIDAY OBSERVANCES

Teachers and students are not to criticize parents or families for their private choices regarding holidays. Likewise, parents may not impose or promote their views on specific holidays to other students by snacks, gifts, or other materials distributed to students in the classroom. Class parties are not mandatory and are always subject to the discretion of the teacher and headmaster.

Halloween Geneva School does not celebrate Halloween. Parents may not send their student to school dressed in a costume or send candy or other Halloween related items.

Thanksgiving Each Grammar School class may celebrate the time for giving thanks with a finger-food lunch provided by class parents. Teachers plan a writing or art activity that expresses a student's thankfulness to God.

Christmas The Geneva School community rejoices and gives thanks in the incarnation of Christ during the Christmas season, as we should throughout the year. Each class may have a party. The school also celebrates with a school-wide program listed on the school calendar.

Easter As with Christmas, it is appropriate to remember an aspect of God's grace during a special time of the year. Therefore, during Easter season, the truths of Jesus' death and resurrection for the salvation of His people are taught. The school celebrates as a community with a traditional Flowering of the Cross assembly the morning of Maundy Thursday. **We observe Good Friday and Easter Monday as school holidays.**

St. Valentine's Day St. Valentine's Day is acknowledged and celebrated with Valentine's cards and class parties. While this is a secular celebration, the school chooses to emphasize the love that Christ commands all Christians to have for one another.

Room Moms should consult with the teachers and each other prior to planning any party. Classes do not have to have identical parties but an effort should be made to create a reasonable parity among the classes.

H. BIRTHDAYS

A meaningful way to celebrate a student's birthday is to donate a book to the school library in the student's name and read to the class from the donated book. If parents wish to donate a book, please check with the school librarian for suggested titles.

Parents may also provide a snack for their student's class on that day during their normal snack/lunch time or at another time convenient for the teacher. If a parent wishes to provide a simple snack, they are asked to notify the teacher in advance. The parent is solely responsible for set-up and complete clean up. Where applicable, the party may

be in honor of several students, possibly by the week.

I. INVITATIONS

Invitations to a student party may be distributed in class **only** if the student is inviting the entire class. If he or she is not inviting all students in the class, then parents must mail the invitations.

J. OTHER IN-CLASS PARTIES

Aside from birthday and holiday parties, there should be no more than three class parties per year. Parties may be used to celebrate an accomplishment of the class. The teacher is responsible for all activities related to an in-class party, even if the students do the planning. This is to be coordinated with a Room Mom.

K. FIELD TRIPS

Not all learning takes place in the classroom. Field trips are an important part of Geneva's educational program. They not only enrich the curriculum but also involve parents in the teaching and learning process beyond the campus.

Each class participates in a number of field trips each year. These excursions are supervised by faculty members and parent volunteers. Transportation is provided by Geneva buses, volunteer parents in private cars and special group transportation arranged by the school. Geneva students may not drive on school-sanctioned activities. Parents are required to sign a Parental Authorization Release Form at the beginning of the year granting permission for their student(s) to attend field trips. Appropriate attire is required on all field trips.

Parental involvement is needed to make these experiences possible and successful. The teachers need parents to assist as chaperones, drivers, facilitators, etc. to ensure these experiences are safe and affordable. Basic guidelines for field trips are as follows:

1. All drivers must be at least 25 years of age and have provided the school with a copy of their driver license and current insurance.
2. Siblings are not permitted on school-sponsored trips.
3. Admission and other costs for drivers and chaperones assigned by the school are typically covered by the school (exceptions are made known prior to the event).
4. A minimum of two adults in every vehicle is required for carrying students.
5. Students under 12 years old are not permitted in seats with air bags.
6. In order to determine the suitability for volunteering and/or mentoring in a school setting, Geneva School screens all employees and volunteers for any criminal history record information, pursuant to Texas Education Code Section 22.083. This may include a search of local, state and/or federal law enforcement records. Those wishing to participate as a driver or chaperone must complete the Volunteer Background Check form and return it to the main office. When the record check is complete, the forms are destroyed. We follow the Child Passenger Safety Best Practice Recommendations provided by the Texas Dept. of Public Safety for use of booster seats. Children in K-1 are required to be in a car seat for all fieldtrips. Failure to provide a booster seat will prohibit a student from attending the field trip.
7. All drivers and chaperones must complete the Chaperone Standards and Agreement form and have a current background check and Ministry Safe training on file with the school.

L. OVERNIGHT TRIPS

Students in grades four and above have the opportunity to take extended, overnight school trips. Guidelines for these overnight trips are as follows:

1. Geneva staff members are the official leaders of all overnight trips, and thus, all volunteer chaperones are expected to respect the authority of the staff.
2. Geneva parents (serving as chaperones) are responsible for the students in their hotel rooms or vehicles.
3. Regarding sleeping arrangements in hotel rooms, the following apply:

- a. Staff and chaperones must restrict students of the opposite sex from entering each other's rooms.
 - b. Unless the student is his or her child, no adult chaperone is to sleep in the same bed with a student.
 - c. No member of the Geneva staff is to room with a student or students, unless the student is the staff member's own child.
4. Contracts regarding student behavior must be signed and submitted prior to the overnight event.
 5. Specific chaperone duties for each overnight event are to be conveyed by the Geneva staff person in charge. A mandatory meeting must be attended in order to serve as a chaperone for overnight trips.
 6. As with other field trips, drivers must provide the school with a copy of their driver license and current insurance information. Any parent attending **in any capacity** must complete the Chaperone Standards and Agreement form and have a current background check and Ministry Safe training on file with the school.

M. SCHOOL-SANCTIONED EVENTS

All school-sanctioned events must meet the same standards of conduct as are required during school hours. School-sanctioned events are those events that are organized by a faculty or staff member acting in his or her official capacity, approved by the headmaster, encouraged in school communications, or receive financial support from the school. School-sanctioned events should be consistent with the mission and philosophy of the school.

1. School-sanctioned events require the attendance of a faculty or staff member or designated parent.
2. No alcohol may be served or consumed by parents at any school-sanctioned event at which students are present.
3. School-sanctioned activities are generally limited to students who are currently enrolled at the school. The headmaster may grant exceptions.
4. School-sanctioned activities should be communicated to students and families in a timely manner.
5. School-sanctioned activities held off campus must have a signed written waiver by the parents releasing the school from any liability. When appropriate, the statement should authorize medical treatment in case of injury. This may be covered by a general waiver signed at the beginning of the school year.
6. Only school-sanctioned events are placed on the school calendar and receive support from the school.
7. The headmaster must approve all proposed activities, determine the number of chaperones required, and approve a date for the event.

N. MONEY AND ELECTRONICS AT SCHOOL

Students may not bring money to school except on Fridays when ice cream may be purchased for \$1.00. Exceptions involving school projects or excursions are communicated by the teacher in advance.

Students may not bring electronics such as cell phones, smart watches, iPads and game players to school. A student may bring a camera to school for any special school projects if the teacher and parents both allow the student to do so. No other electronic equipment may be brought on campus unless permission is granted by the Headmaster in advance.

Students may not bring small electronics on field trips. The only exceptions to this rule are cameras, for which the student is solely responsible.

O. ROOM MOMS

Every Grammar School class has a Room Mom. Volunteers are invited to serve in this capacity by the Headmaster and the Geneva Community Life (GCL) Room Mom Coordinator at the beginning of each school year. Along with the responsibilities listed below, Room Moms have a unique opportunity to minister to the teacher and families in their assigned class. In agreeing to this privilege, Room Moms also seek to help set a tone of and model Christ-like love, unity, obedience and submission on the Geneva campus.

The Room Moms strive to assist the classroom teacher to help the class run more smoothly and according to the school's rules and standards. Some of the Room Moms' responsibilities include:

1. Attending Fall/Spring GCL meetings. Dates are planned and confirmed by the GCL Executive Committee and will be communicated at the Room Moms training and through the *iFYI*.
2. Encouraging and inviting parents to attend GCL meetings and participate in GCL events.
3. Coordinating and maintaining regular helpers for the teacher. Helpers perform such duties as copying, cutting, reading to the class, etc. as the teacher needs. Helpers may or may not be required on a regular basis.
4. Instructing parents regarding birthday celebrations: see page 22 for specifics on birthday celebrations.
5. Enlist a volunteer for the teacher appreciation luncheon coordinator position:
 - a. Once a year, each grade is responsible for providing lunch for the teachers and staff.
 - b. Teacher Appreciation Luncheons (TAL) are held at school on a pre-assigned day. Room Moms are notified in advance of the date and time and will communicate with the coordinator.
6. Coordinating a birthday bouquet for the teacher:
 - a. Flowers are a special and beautiful way for students to show love and appreciation to their teacher.
 - b. Each student should bring one flower of his or her choice on the specified day (not always on the birthday).
 - c. The Room Mom is asked to find a parent volunteer to oversee the birthday flower arrangement. They will need to bring a vase with water and arrange the bouquet as well as write a note from the class.
 - d. Teachers with summer birthdays will be celebrated on their 'half birthday' date.
7. Coordinating an End-of-Year gift for the teacher and another Geneva faculty/staff member:
 - a. In April or May, the Room Mom will coordinate gifts based on the *Favorite Things* list. The gift should reflect the hearts of the students and appreciation of the parents.
 - b. Voluntary donations are collected by the Room Moms, or designated volunteer, for any part of the gifts requiring a store purchase.
 - c. All donations are strictly voluntary (75% given to the classroom teacher and 25% given to other Grammar staff), are given as a gift from the entire class, and are exempt from the teacher gift policy stated below.
8. Overseeing class fellowships/celebrations:
 - a. There should be a class coordinator for each party, event or celebration. The coordinator will remind parents of the upcoming event with specific volunteer assignments. This may be done via email or ParentSquare. **Parents are also reminded to arrange for alternative care for their small children, as siblings are not allowed at class parties and field trips.**
 - b. The Room Mom will discuss each event with the teacher to confirm time and any particular concerns or preferences.
 - c. All parties and events are listed in the Room Mom manual given out at the beginning of each school year.
9. Room Moms should be familiar with the Grammar School Handbook and able to answer other parents' questions about the stated rules and procedures.
10. Each Room Mom is required to attend the training session at the beginning of the school year.

P. TEACHER GIFTS

Geneva strives to create an atmosphere of modesty and good stewardship regarding teacher gifts. Parents are given several GCL organized giving opportunities during the school year to show their appreciation to the teachers at Geneva. At Christmas, parents are invited to donate cash to a voluntary school-wide teacher gift fund that allows each teacher to take home a Christmas bonus before the holidays. In the spring, parents are also encouraged to contribute items for teacher appreciation gifts given to all staff members. Grammar School teacher birthdays and end of year gifts are celebrated by classes as a whole and are organized through Room Moms. Beyond these opportunities, any personal or voluntary gift of appreciation to a teacher or staff member from an individual during the year should be limited to a simple act of kindness in the form of a meal or modest store-bought treat (i.e., coffee, tea, etc.). A *Teacher's Favorites List* for each member of the Geneva faculty and staff is located in the main office and the Grammar School Admin.

Q. BACKPACKS AND LUNCHBOXES

Backpacks and lunchboxes/bags may be of any color, pattern and size but must not include cartoon or celebrity images. College logos are acceptable.

VI. STUDENTS' CONDUCT AT SCHOOL

A. PHILOSOPHY OF DISCIPLESHIP

Every Christian is called by God to be a mature follower or disciple of Jesus Christ (*Eph. 4:11-16*). Geneva School of Boerne has determined that discipleship is a critical component of the education each student receives. The school disciplines by teaching, mentoring, encouraging and assisting students. A necessary component of discipleship is discipline (*Heb. 12:5-11*).

Discipline is conducted at Geneva with an eye toward developing disciples of Jesus Christ. The biblical authority for making disciples rests with parents who are admonished to teach diligently God's word to their children (*Deut. 6:4-9*) and churches who are commanded to make disciples of all nations (*Matt. 28:18-20*). Geneva is neither the family nor the church and as such does not possess the parental or ministerial authority vested in those institutions. Geneva does, however, have an obligation, rooted in the authority delegated to it by parents, to come alongside them and the church to help disciple students who will leave this place as more mature followers of Jesus Christ.

During the school day, faculty and staff stand *in loco parentis* (Latin for "in the place of a parent"), temporarily taking the role of the student's parent. This delegated authority is the basis for the partnership between the school and the home; a partnership that keeps responsibility for the student's upbringing with the parent. Therefore, successful resolution to behavioral problems requires school and parental cooperation. For the school personnel to stand *in loco parentis*, the school and the home must be in agreement regarding values, goals and desires for the child. When the school and the home do not agree, the relationship between the two is strained and the child misses out on important discipleship opportunities and is ultimately not well served.

For more information, see "Philosophy of Discipleship" in the admission section of the school's website.

B. STUDENT DISCIPLINE

No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it. – Hebrews 12:11

The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline. - Proverbs 1:7

Geneva School upholds the biblical understanding that all persons (even young children) were originally created in the image of God. In Adam's sin, however, humanity was alienated from God and it is now man's nature to be disobedient to God. The things students say and do are a reflection of the abundance of their hearts, and are symptoms of the deeper human struggle against God's authority in our lives. Therefore, correction and discipline must address heart issues and must be designed to guide students toward their need for God's grace in Jesus Christ. All discipline is based on biblical principles; e.g., restitution, seeking forgiveness (public and private), restoration of fellowship, no lingering attitudes, and so forth. As in all other areas of education at Geneva School, love and forgiveness are an integral part of the discipline of a student.

Maintaining an orderly atmosphere in the school and the classroom is critical to the learning process and more importantly, it is reflective of the principles and absolutes of Scripture. Obedience is acknowledged with praise and a special recognition, called a *Coram Deo*, is given to students who exhibit exemplary behavior.

The Headmaster determines the appropriate consequences needed for instilling discipline in school. During the course of investigating actions and events concerning possible student incidents, the school may seek to question students alone or in groups. The Headmaster has full discretion in the questioning of students, and in the evaluation of events may conduct her investigation without parental notification or attendance. The Headmaster will strive to adapt individual discipline procedures and processes to the needs of the student and communicate expectations and findings to parents in a timely manner. Failure of parents or students to cooperate fully in related investigative or disciplinary proceedings by the school may result in further disciplinary action.

Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of

each case. Factors to consider shall include the seriousness of the offense, the student's age, the frequency of misconduct, the student's attitude, and the potential effect of the misconduct on the school environment.

Geneva School does not administer corporal punishment. All biblical passages calling for corporal discipline of children are directed to parents alone. These passages are based on the uniqueness of the parent-child relationship. Because of this, the school does not operate in the place of the parent in corporal discipline.

C. GENEVA SCHOOL RULES

Geneva School has four general school rules. They are summarized in the acronym **READ**:

- R** *Respect for authority*
- E** *Esteem others*
- A** *Admit to wrong doing*
- D** *Diligence in all things*

Here are a few specific examples of how the four rules are expressed at Geneva School. Students should:

1. Think of others as more important than themselves.
2. Address elders and peers with courtesy.
3. Raise hands in class when wishing to speak.
4. Stand when adults enter the room and respond when greeted.
5. Take care of personal belongings and those of the school.
6. Walk calmly and quietly.
7. Demonstrate a respectful attitude towards adults and classmates.
8. Exhibit appropriate eye contact with adults.
9. Use appropriate etiquette at all times (i.e., boys holding doors and offering their chairs to girls and women).
10. Conduct themselves on field trips with the same high level of behavior as in the classroom.
11. Compete with honor and treat their opponent with dignity.
12. Measure their words.

The school aspires to Philippians 4:8: *Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.*

D. GRAMMAR SCHOOL DISCIPLINARY ACTION

Grammar School students and parents are required to sign and return a "Discipline Contract" at the beginning of each school year. There are four levels of disciplinary action in Grammar School:

Level One: Classroom Discipline The vast majority of everyday discipline problems are dealt with at the classroom level. Teachers use RenWeb as the means to communicate a daily assessment of a student's behavior. If a behavior infraction occurs, RenWeb will automatically send parents an email notification that will include an explanatory note from the teacher. At the discretion of the teacher or headmaster, time may be subtracted from recess or community service assigned for each infraction. Teachers use a visual reminder (such as a clip) to keep students aware of their behavioral standing for that day. Program details are given by teachers to students and parents at the start of each school year.

Level Two: Office Visits A student's continued inability to adhere to the Geneva culture & standards warrants a visit to the headmaster's office. These "chronic" behavioral problems are addressed as follows:

1. After 10 "clip" moves in a quarter from M (*meets expectations*) to N (*near expectations*) because of unacceptable behavior, the student will be sent to the headmaster's office.

2. After three “clip” moves to U (*unsatisfactory*) or a combination of N’s and U’s because of unacceptable behavior, the student will be sent to the headmaster’s office.

In addition, five basic behaviors automatically necessitate discipline from the headmaster instead of the student’s teacher. These behaviors are:

1. Purposeful, verbal injury to others (i.e., name-calling).
2. Fighting, or any physical force used with the intention to harm or intimidate another student or staff member.
3. Outright disobedience or disrespect shown to any adult. The staff member on duty is the judge of whether or not disrespect or disobedience has been shown.
4. Dishonesty in any situation while at school, including lying, cheating, and stealing.
5. Obscene language, including taking the name of the Lord in vain or being flippant with the Lord’s name (i.e., “Oh my God”, “My Lord”), as well as repeated use of crude language (i.e., “What the . . .” or words such as “frickin”).

All referrals to the headmaster result in the student calling his or her parent, preferably the father, to discuss the reason for the visit and non-corporal disciplinary action (such as community service or writing lines). The headmaster may choose to send the student home or relegate to in-school suspension for the remainder of the day. An instance of cheating results in a zero for the assignment.

Level Three: Formal Parent Conference If the actions outlined above do not resolve the problem, upon the second office visit, the student is placed on Behavioral Probation (see section “G” below) and the student’s parent(s) are asked to come to school to meet with the school administration and the teacher to discuss the student’s behavior and to create a behavior plan to solve the problem. The school and parents will work together to help the student. If necessary, the headmaster will send the student home for a period not to exceed three days to give the student and parent(s) time to correct the matter.

Level Four: Suspension and Expulsion In the unusual event that efforts to give instruction and direction to a student fail and parents are unable to correct disobedient or disruptive behavior, expulsion is considered. The steps toward expulsion are as follows:

1. A further incident of disobedience or disruptive behavior (either outlined in the behavior plan or violating another school guideline) carries a one-week suspension.
2. Any further incident after a one-week suspension suggests that Geneva School is unable to meet the student’s needs. At this point, the headmaster schedules a meeting with the student’s parents in order to expel the student.

E. BEHAVIORAL EXPULSION

Expulsion refers to the removal of a student from the school due to the student’s repeated violations of the school’s rules or for a single violation of such severity that separation from the school is necessary. Expulsion is the final form of school discipline and will be used only with the most severe cases in order to ensure the safety of our school. Expulsion for behavioral reasons is permanent and readmission is not an option. Attending Geneva School is a privilege that is extended on the condition that students and parents accept and support school policies. If a student is suspended, expelled, or withdrawn due to disciplinary actions, there will be no refund of tuition or waiver of financial obligations.

Major offenses typically require either a maximum suspension (one week) or expulsion from the school. A student under consideration for expulsion may be placed on suspended leave for a maximum of three school days while the matter is under review by the Head of School. All decisions to expel for major offenses are made by the Head of School in consultation with school leadership and the Board of Trustees.

Examples of such major offenses include acts or threats endangering the lives of other students or staff members, gross violence, vandalism of school property, violation of civil law, or any act in clear contradiction to scriptural commands.

If an incident involving threats or harassment is confirmed, school leadership (Head of School or Headmaster) will notify parents of the victim(s).

Wrongful behaviors such as the use of profane language, disrespect to a faculty member, cheating, use of tobacco products, vaping, possession or distribution of pornographic images, fighting, sexual immorality, stealing, truancy, or vandalism may call for suspension and/or behavioral probation. Repeated violations will be considered a major infraction and thus are grounds for expulsion.

Please note that it is impractical and impossible to list every type of offense. The school leadership reserves the right to address and discipline any behavior or attitude that is inconsistent with the mission, philosophy, and conduct standard of the school.

F. OFF-CAMPUS BEHAVIOR

The school's interest in the conduct of students away from campus is the same as it is in their conduct on campus. The school may hold students accountable for their off-campus and online conduct in appropriate ways, including a disciplinary response.

Students are expected to represent Geneva School in a positive manner even when they are not on school grounds and/or attending school functions. Students and their parents acknowledge and understand that students are subject to discipline for conduct occurring off-campus or during non-school hours, including weekends, holidays and summers. The administration will address student behavior that violates the school's Honor Code (applicable to Rhetoric School students) or that draws attention to Geneva School in a negative manner. Such behavior may result in disciplinary action or a student's expulsion from the school.

G. BEHAVIORAL PROBATION

Behavioral probation is a means of warning students of their seriously inappropriate actions. It is intended to convey to students that unless significant improvement occurs, they will be unable to continue at Geneva. Students at all grade levels are placed on Behavioral Probation upon their second office visit in a school year. In addition, students in Grammar School are placed on Behavioral Probation if they earn a "U" for *Personal Character* on their Report Card at the end of each quarter. Behavioral Probation lasts a minimum of four weeks and for a longer period of time depending on the severity or repetitive frequency of the behavior. The length of probation is determined by the administration in consultation with the faculty.

Grammar School students on Behavioral Probation are not allowed to participate in off campus activities such as field trips, including overnight trips.

At the end of the probationary period, the student is released from probation if he or she has not earned additional office visits, has clearly demonstrated a desire to change, and receives a good report from each of her or his teachers. If the above are not met, the probation is extended for four more weeks and remains in effect until the conditions are met. Students on probation face suspension or expulsion for additional office visits.

A student is not allowed to reenroll for the following year while he or she is on Behavioral Probation. Decisions about future enrollment may be made only upon the student successfully working him or herself off Behavioral Probation. Possible future enrollment of a student who ends the year on Behavioral Probation is made after the conclusion of the school year and takes into account the student's and parent's ability and motivation to correct the problematic behavior.

H. PLAYGROUND AND FIELD GUIDELINES

Grammar School students have recess 2-3 times each day depending upon grade level. Recess is necessary to allow students to enjoy fresh air and have a little "down time" between lessons. Research and experience support the belief that students who have regular breaks as well as physical activity throughout the day do better with such important skills as attention, concentration, and use of time.

For all students, recess or down time is by definition not as structured as the classroom. It is often during such times that conflicts arise between students. For this reason, guidelines for recess are important and are conveyed to students repeatedly throughout the year. The guidelines for the playground are as follows:

1. Love and respect others as God commands.
2. Keep all mulch in the bordered play areas. Do not pick-up, throw or discard mulch.

3. Start at one end of the obstacle course structure and keep moving in one direction. No stopping or sitting on the structure or jumping off.
4. No more than four students on the Loopy Whoop at a time. Do not push the structure to make it go around. The purpose of this piece of equipment is to learn to use your own momentum. Take one turn on the Loopy Whoop then give another group an opportunity.
5. Seesaw: Two students at a time on each seesaw. No bouncing. Both students should get off at the same time. [Students in line should stay outside the boundaries while waiting to use the seesaws.]
6. Do not participate in any fighting-type activities, verbally or physically.
7. Swings: Swing forward or backward while sitting. Do not grab on to the poles, stand on the swings, or crash the swings into each other.
8. Display good sportsmanship at all times while playing any organized sport such as basketball, football, kickball, etc.
9. When on the field (behind the MPB) stay on the grass. No playing in the street, parking lot, or against the fence. No climbing trees. Play in parking lot only when street is barricaded, and adult is present. When on the playground, children must stay where they can be seen.
10. When recess is over, walk quietly and line up immediately following teacher instruction.

Supervision Recess and lunchtime are supervised by teachers and volunteers. Volunteers are needed to allow teachers to have some time to eat, plan, and fellowship with one another. Volunteers and teachers on duty must attend to the safety and needs of the students during this time. Therefore, they are asked to walk around and monitor student activity while refraining from conversations (either on cell phones or with other parent supervisors or teachers) that may distract them from attending to the students' needs.

VII. STUDENTS' SAFETY AT SCHOOL

A. IMMUNIZATIONS

The school recognizes that immunizations are not without risk. The requirements indicated here are determined by the State of Texas and are applicable to students in public as well as private schools. Parents are encouraged to discuss immunizations with their child's physician to determine the need for each of the indicated immunizations. Exemptions from these requirements are permitted when received in writing 1) from a physician stating the vaccine is medically contraindicated for the student, or 2) from parents indicating their decision not to immunize for conscience or religious reasons. The parent's form must be notarized.

Each student must have a copy of his or her immunization record on file in the school office showing that he or she is up-to-date with all required immunizations. Immunization records are required at the time of original enrollment and updated as needed. Students without complete immunizations records or a current notarized exemption form on file are not permitted to attend class.

The immunization requirements as indicated by the State of Texas for all public and private schools are as follows.

1. Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Tdap/Td)

K-Prep/Kindergarten

Five doses of a diphtheria-tetanus-pertussis containing vaccine, one of which must have been received on or after the fourth birthday; however, four doses meet the requirement if the fourth dose was given on or after the fourth birthday

7th Grade

Three doses, including one dose on or after the fourth birthday. 1Tdap/Td booster if it has been five years since last does of tetanus-containing vaccine.

8th-12th Grades

Three doses, including one dose on or after the fourth birthday. One Tdap/Td booster if it has been 10 years since previous dose of tetanus-containing vaccine.

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| 2. Polio (K-Prep-12 th Grade) | Four doses of polio vaccine one of which must have been received on or after the fourth birthday; however, three doses meet the requirement if the third dose was given on or after the fourth birthday |
| 3. Measles, Mumps, and Rubella (MMR) | |
| K-Prep/Kindergarten | Two doses of MMR vaccine with the first dose on or after the first birthday. |
| 7 th -12 th Grades | Two doses of a measles-containing vaccine and one dose each of mumps and rubella vaccine. |
| 4. Hepatitis B (K-Prep-12 th Grades) | Three doses; however, two doses are acceptable for individuals 11-15 years of age. |
| 5. Varicella | |
| K-Prep-7 th Grade | Two doses received on or after 1 st birthday |
| 8 th -12 th Grades | One dose received on or after the 1 st birthday |
| 6. Meningococcal (7 th Grade) | One does required |
| 7. Hepatitis A (Kindergarten) | Two doses with the first dose received on or after the 1 st birthday |

B. ILLNESS OR ACCIDENT DURING THE DAY

If a student is ill or injured at school, he or she is sent to the school nurse where the decision is made whether to contact the parent(s) or the adult designated on the Student Information/Release Form. Calls are placed by staff. Sick students remain in the nurse's station until a parent or authorized person can pick them up from school. Parents must notify the school nurse in the event of removing a student from school who has not visited the nurse.

For a serious illness or accident requiring a trip to the hospital, parents or guardian are notified immediately. A school staff member accompanies the student to the hospital.

If a student has had fever, vomiting or diarrhea within the 24-hour period prior to the school day, he or she should not attend school.

Should a student contract chicken pox or other contagious illnesses, the parents must notify the school as soon as possible so that the school representatives may contact other students who may have been exposed.

Students who contract head lice are sent home for treatment and welcomed back after treatment has been given and proven effective. Subsequent evidence of head lice will result in the student being sent home for three days and welcomed back after being cleared by the school nurse.

C. FOOD ALLERGY PRECAUTIONS

The school recognizes that food allergies can be a serious issue. In order for the school to take the necessary precautions with students subject to food allergies, regular communication must take place between the school and the home. Parents are asked to alert the school nurse, headmaster and teacher regarding any food allergies as well as provide medical written documentation. Precautions are taken to the best of the school's ability. The school will provide a separate table in the lunchroom for those students with food allergies as well as prohibit the sharing of food. To ensure safety and avoid the risk of cross-contamination, parents of students with life-threatening food allergies are asked to provide a supply of safe snacks to be stored in the classroom to be served during on-campus activities permitting snacks. Additional information and guidelines are available from the school nurse and are available to parents of students with life-threatening food allergies.

D. MEDICATION

All medication must be delivered to the school nurse in the original container with the student's name clearly labeled. All medication, including over-the-counter medicine in the original container, is kept in the nurse's station. A Medication Dispersion Log is kept to document medicines given to students. Only medication provided by the parent is dispensed to his or her student.

E. CHRONIC HEALTH CONDITIONS

All students with a chronic health condition (such as allergies, asthma, diabetes, seizures or any other medical disorder) must have a "Plan of Action" annually updated and on file with the school nurse.

F. EMERGENCY DRILLS

In accordance with state regulations and safety precautions, the school conducts monthly fire drills and occasionally tornado, disaster and lock down drills during the school year. Those in school buildings when the emergency alarm sounds, including visitors and parents, must follow the emergency response plan according to the drill as instructed in the Emergency Guidebook available in each classroom.

G. WELLNESS COUNSELING

The Wellness Counselor is available to assist students with a wide range of personal concerns (e.g., emotional, family, interpersonal relationships, mental health, etc.). A student who would like to meet with the Wellness Counselor may submit a request to do so by filling out a form and placing it in a locked mailbox. Mailboxes are located by the interior door of the nurse's office, inside the Logic School office and behind the administration desk of the Rhetoric School office. The mailboxes will be checked by the Wellness Counselor each day he/she is on campus. Parents and/or teachers may also request that their child meet with the Wellness Counselor by sending an e-mail to slapacka@genevaschooltx.org.

Parents or guardians, with legal right to seek and provide healthcare and healthcare decisions on behalf of the student, may choose to opt-out of Wellness services by completing the Wellness Counselor Opt-Out Form . The Wellness Opt-Out Form may be requested via Dr. Lapacka at (slapacka@genevaschooltx.org) and returned to the same e-mail address.

Parental or guardian permission is not required for on campus crisis intervention.

VIII. GRAMMAR SCHOOL DRESS CODE

The purpose of uniforms is to promote a distraction-free learning environment. Consistently following the code benefits the students and school as a whole. Failure to comply will result in a student waiting in the office for the correction need. Infraction forms are emailed by the teacher. Parents and students are expected to correct the issue by the following day.

REGULAR UNIFORM

Regular uniforms are worn on all non-P.E. days (3 days a week, including Assemblies)

1. Girls' Regular Uniform

Girls *must* wear:

- a. K-Prep: Dennis Uniform's short sleeve Peter Pan collar blouse with piping
- b. Kinder-5th: Dennis Uniform's white, short-sleeved, sailor collar midy blouse with navy trim and GSB logo on back left corner of collar (optional substitution for blouse: short sleeve Peter Pan collar blouse with piping)
- c. Kinder-5th: Navy sailor tie to be worn with blouse above (with either culottes or jumper)
- d. K-Prep-5th: Dennis Uniform's navy & white houndstooth culottes or jumper worn with modesty shorts (culottes and jumper must reach to within 2" of the top of the knee)
- e. K-Prep-5th: Solid white or navy knee-hi or bobby socks that are clearly above the ankle (i.e. 1 inch above the ankle for bobby socks)

- f. **K-Prep-5th**: Solid white or solid navy tights
- g. **K-Prep-5th**: Navy and white saddle shoes (hard or soft soled)

Girls *may* wear:

- a. Dennis Uniform's navy crewneck sweatshirt with GSB logo (grey sweatshirt for P.E. days only)
- b. Dennis Uniforms' navy cardigan with GSB logo at left chest over heart
- c. Solid white turtleneck as an undergarment layer on cold days – not to be worn alone (no tie required with turtleneck)
- d. Navy and/or white hair accessories (no other colors allowed)
- e. A small pair of gold or silver stud earrings and/or a small cross or other Christian symbol necklace
- a. A neutral-colored watch with no audible alarms, **ANALOG only**; digital and smart watches (such as fitbits and iPhones) are NOT allowed in order to eliminate distraction

Please note:

- a. Undergarments must not show through uniforms
- b. Girls may not wear bracelets, colorful or dangling earrings, wristbands, anklets or other accessories
- c. Girls may not dye their hair unnatural colors or wear cosmetics
- d. Girls may wear **ONLY** easily-removed, neutral-colored nail polish (no colors or bright white)
- e. Socks and ties may be monogrammed with navy or white thread only

2. Boys' Regular Uniform

Boys *must* wear:

- a. White short-sleeved or long-sleeved piqué polo shirt with GSB logo on left chest over heart (purchased from Dennis Uniform)
- b. Navy shorts or navy pants purchased from Dennis Uniform or identical to Dennis Uniform's shorts and pants
- c. Dark brown flat or woven leather belt
- d. Solid white or solid navy socks that are clearly above the ankle (i.e. 1 inch above the ankle or crew)
- e. Dark brown leather shoes. Boys' shoes must not be athletic shoes or have contrasting trim.

Boys *may* wear:

- b. Dennis Uniform's navy crewneck sweatshirt with GSB logo (grey sweatshirt for P.E. days only)
- c. Dennis Uniform's navy cardigan with GSB emblem at left chest over heart
- d. Solid white turtleneck as an undergarment layer on cold days – not to be worn alone
- e. A small cross or other Christian symbol necklace
- f. A neutral-colored watch with no audible alarms, **ANALOG only**; digital and smart watches (such as fitbits and iPhones) are NOT allowed in order to eliminate distraction

Please note:

- a. Boys may not wear earrings, bracelets, wristbands, anklets, necklaces (other than the cross necklace specified above), or other accessories.
- b. Boys' hair must be cut short enough that it does not touch their collars or eyebrows. Hair must be neat, clean, and blended with no mohawks, faux-hawks, or hard-part cuts.
- c. Boys may not dye their hair or wear cosmetics

OUTERWEAR

When the weather requires an additional outer layer, the acceptable outerwear for either boys or girls is the Dennis Uniform's navy jacket with GSB logo. Hats, gloves and scarves should be solid navy or solid white and may be purchased at the store of your choice. Parents may also purchase approved jackets from Lands' End. **In the event of rain, only solid color raincoats may be worn.**

P.E. UNIFORMS

Students have P.E. twice a week. On P.E. days only, boys and girls *must* wear:

1. Dennis Uniform's grey gym shirt with "Geneva" on front
2. Dennis Uniform's grey crewneck sweatshirt with "Geneva" on front (hoodie sweatshirt is permissible for Logic and Rhetoric schools only)
3. Dennis Uniform's navy gym shorts with "Geneva" on front left leg. Must reach within two inches above the knee.
4. Dennis Uniform's navy sweatpants or wind pants (nylon) with GSB logo (may be worn over shorts and removed if weather warms)
5. White athletic socks that are clearly above the ankle (i.e. 1 inch above the ankle or crew)

SHOES

1. Approved Boys' Shoes:

- a. Dark brown leather, slip-on or laces. Light brown or tan shoes are not acceptable. Avoid contrasting colors.
- b. Athletic Shoes (for P.E. days only): All-white, all-navy or navy and white combination only [without other colors, without characters, and with non-marking, non-skid soles]

2. Approved Girls' Shoes:

- a. Navy and White Saddle Shoes (Keds or other brand)
- b. Athletic Shoes (for P.E. days only): All-white, all-navy or navy and white combination only [without other colors, without characters, and with non-marking, non-skid soles]

SPIRIT DRESS DAYS

1. Approved clothing for non-uniform days for all Grammar students:
 - a. On occasion, Grammar students are invited to participate in days in which they are not required to wear the school uniform. On those days, students may wear a Geneva T-shirt or sweatshirt with jeans or Geneva P.E. Shorts (no yoga pants, leggings, running or sport shorts). Jeans should not have holes, rips or "fashionable" tears. P.E. shorts must reach within 2 inches above the knee. Students may wear sneakers and socks of their choice. These guidelines are also for field day and Greeter reward days.