

Saint George Academy



STUDENT & FAMILY HANDBOOK

# A Guide to Life at Saint George Academy

A globally minded, college-preparatory community in the heart of New York City's East Village — where students are known personally, challenged intellectually, and inspired to make a meaningful difference in the world.

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ACADEMIC YEAR 2026–2027

**Saint George Academy**

215 East 6th Street, New York, NY 10003

Founded 1947 • Co-ed since 1968 • East Village, New York City

(212) 473-3323 •

*Character. Community. Purpose.*

FROM THE HEAD OF SCHOOL

## Welcome to Saint George Academy

Welcome to Saint George Academy.

At Saint George Academy, we believe education should be intellectually serious, deeply human, and meaningfully connected to the world students are inheriting. In an era increasingly shaped by speed, distraction, standardization, and isolation, we seek to create a school environment where students are known personally, challenged thoughtfully, and encouraged to engage deeply with ideas, relationships, creativity, and community life.

As a small, globally minded college-preparatory high school in New York City's East Village, Saint George Academy combines rigorous academics with individualized mentorship, inquiry-driven learning, experiential education, and a strong sense of relational community. Our students are encouraged not simply to prepare for college admission, but to develop the habits of mind and character that will allow them to participate meaningfully and ethically in an increasingly interconnected world.

Our implementation of the International Baccalaureate Middle Years Programme reflects our commitment to interdisciplinary learning, reflection, global awareness, and authentic intellectual engagement. At the same time, our partnerships, dual-credit opportunities, urban learning experiences, sustainability initiatives, arts programming, and community traditions help create an educational experience that is dynamic, relational, and deeply connected to the life of the city around us.

Saint George Academy is intentionally ambitious in its vision for young people. We believe adolescents are capable of extraordinary intellectual depth, creativity, leadership, and growth when they are placed within environments that combine rigor with support and high expectations with meaningful human connection.

This handbook has been developed to help students and families understand the values, expectations, structures, and policies that guide life at Saint George Academy. While policies and procedures are important, the true character of a school is shaped by the quality of its relationships, the seriousness of its intellectual culture, and the willingness of its community members to participate thoughtfully in shared life together.

We are grateful to partner with you as we continue building a school community rooted in intellectual curiosity, global mindedness, ethical engagement, creativity, resilience, and meaningful human connection.

Welcome to Saint George Academy.

## School Leadership & Staff

### **Andrew Stasiw**

#### HEAD OF SCHOOL

Mr. Stasiw is the heart of Saint George Academy — deeply dedicated to its students, its mission, and its community. He oversees school operations, facilities, finance, board relations, and fundraising, ensuring the structural foundation of the school is strong. He also conducts the All School Chorus, bringing his personal commitment to the arts and community life into the daily life of the school.

[astasiw@saintgeorgeacademy.org](mailto:astasiw@saintgeorgeacademy.org)

### **Dr. Chris Rogutsky**

#### ASSOCIATE HEAD OF SCHOOL

Dr. Rogutsky oversees the full academic program and IB Middle Years Programme implementation. She serves as the school's IB Coordinator and is the primary point of contact for academic and programmatic matters.

[crogutsky@saintgeorgeacademy.org](mailto:crogutsky@saintgeorgeacademy.org)

### **Nicholas Iadevaio**

#### DIRECTOR OF STUDENT SUPPORT

Mr. Iadevaio coordinates student support services and student wellbeing initiatives across the school community.

[niadevaio@saintgeorgeacademy.org](mailto:niadevaio@saintgeorgeacademy.org)

### **Meaghan Cheung**

#### COLLEGE COUNSELOR

Ms. Cheung guides students and families through the college exploration and application process, from academic planning and essay writing to scholarship opportunities and financial aid.

[mcheung@saintgeorgeacademy.org](mailto:mcheung@saintgeorgeacademy.org)

### **Emily Mowdy**

#### DIRECTOR OF ADMISSIONS

Ms. Mowdy oversees the admissions process, welcoming prospective students and families to Saint George Academy and guiding them through the enrollment journey.

[emowdy@saintgeorgeacademy.org](mailto:emowdy@saintgeorgeacademy.org)

### **Ms. Helen Kec**

#### OFFICE COORDINATOR

Ms. Kec is often the first point of contact for families. She manages health records, communicates with families regarding attendance and lateness, and handles essential record keeping that keeps the school running smoothly.

[hkec@saintgeorgeacademy.org](mailto:hkec@saintgeorgeacademy.org)

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## Building & Facilities



# Our School

## §1 — History of Saint George Academy

Saint George Academy is a Catholic high school located in Manhattan's East Village, a neighborhood long shaped by immigration, artistic life, cultural exchange, faith communities, and the evolving story of New York City itself.

Founded in 1947 and co-educational since 1968, the school's roots are closely connected to the Ukrainian community that helped shape the surrounding neighborhood for generations. Saint George Academy was founded by the Basilian Order of St. Josaphat — also known as the Order of Saint Basil the Great — a religious order with deep roots in the Eastern Catholic tradition.

Over time, the school evolved alongside the East Village itself — welcoming students from increasingly diverse linguistic, cultural, religious, and international backgrounds while maintaining a strong sense of relational community and educational purpose. In recent years, Saint George Academy has undertaken a significant period of academic and institutional renewal: implementing Years 4 and 5 of the IB Middle Years Programme, expanding dual-credit opportunities through St. John's University, and deepening experiential and interdisciplinary learning.

As the school continues to evolve, its commitment remains constant: preparing thoughtful, adaptable, ethical, and intellectually engaged young people capable of navigating an increasingly interconnected world.

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## §2 — Mission & Educational Philosophy

Saint George Academy prepares students to become intellectually engaged, ethically grounded, and globally aware learners capable of contributing meaningfully to their communities and the wider world.

The school combines rigorous college-preparatory academics with a highly personalized educational experience rooted in inquiry, reflection, creativity, interdisciplinary learning, and authentic engagement with contemporary society. Education at Saint George Academy is understood as more than preparation for examinations alone — the school seeks to cultivate habits of mind that support lifelong learning, ethical leadership, adaptability, resilience, and intellectual independence.

As a school implementing the IB Middle Years Programme framework, Saint George Academy embraces an educational philosophy that values:

- Inquiry and investigation
- Reflection and self-assessment
- Interdisciplinary understanding
- Intercultural awareness

- Ethical engagement
  - Collaboration and communication
  - Critical and creative thinking
  - Authentic application of knowledge
- 

Because Saint George Academy is intentionally small and relationship-centered, students are known personally by faculty and staff, allowing for individualized guidance, close communication, and meaningful intellectual mentorship over time.

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### §3 — The IB Learner Profile

Saint George Academy supports the development of the International Baccalaureate Learner Profile throughout both academic and community life. The school seeks to cultivate students who are:

- **Inquirers** — curious, self-directed learners who develop a lifelong love of learning
  - **Knowledgeable** — exploring concepts and ideas across disciplines and global contexts
  - **Thinkers** — analyzing complex information, evaluating evidence, and applying knowledge thoughtfully
  - **Communicators** — expressing ideas confidently through writing, discussion, presentation, and collaboration
  - **Principled** — acting with honesty, accountability, fairness, and integrity
  - **Open-Minded** — engaging thoughtfully with diverse perspectives, traditions, and identities
  - **Caring** — showing empathy, compassion, and genuine concern for others
  - **Risk-Takers** — approaching uncertainty and challenge with openness, flexibility, and perseverance
  - **Balanced** — maintaining intellectual rigor alongside emotional wellbeing, creativity, and personal responsibility
  - **Reflective** — evaluating learning, growth, strengths, and challenges over time
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The Learner Profile is not a checklist, but an ongoing framework for intellectual, ethical, and personal development — both inside and outside the classroom.

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### §4 — Moral Approach & Character Formation

At Saint George Academy, education is about more than academic achievement. Our mission is to educate the whole person by cultivating intellectual curiosity, moral integrity, compassion, responsibility, and a commitment to serving others.

As an Eastern Catholic school, our educational philosophy is rooted in the rich spiritual and intellectual traditions of the Eastern Christian Church — one of the ancient Christian rites dating to the fourth century whose liturgical

tradition has remained remarkably consistent for more than 1,600 years. While our identity is distinctly Eastern Catholic, Saint George Academy is an inclusive community that welcomes students from many religious backgrounds and cultures. Every member of our community is expected to demonstrate respect for the beliefs and traditions of others.

### PRAYER & WORSHIP

Each school day begins with a brief morning prayer led by the Head of School, followed by a short reflection on the Scripture passage for the day. Students attend Divine Liturgy on Holy Days of Obligation as part of the school's educational and spiritual life, celebrated in both English and Ukrainian. The Sacraments of Reconciliation and the Holy Eucharist are offered for Catholic students who wish to participate but are never required. Students of all faith traditions are expected to attend school liturgies respectfully.

### CHARACTER IN COMMUNITY

Character is shaped through everyday interactions. Students are expected to treat others with kindness and dignity, greet classmates and faculty courteously, accept responsibility for their actions, apologize sincerely when mistakes occur, and work toward reconciliation when conflicts arise. These expectations reflect both the school's values and the habits of professionalism expected of future leaders.

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## §5 — Portrait of a Saint George Academy Graduate

A Saint George Academy graduate is intellectually curious, globally aware, reflective, adaptable, and prepared to engage thoughtfully with a rapidly changing world. Graduates are capable of engaging critically with ideas, communicating thoughtfully across disciplines and perspectives, and participating responsibly in both local and global communities.

Saint George Academy seeks to cultivate graduates who demonstrate:

- Strong communication skills
- Ethical awareness
- Intercultural understanding
- Thoughtful community engagement
- Intellectual independence
- Collaboration and leadership
- Resilience and adaptability
- Readiness for rigorous college-level work

# Academic Program

## §6 — Academic Program Overview

Saint George Academy offers a rigorous college-preparatory curriculum designed to combine intellectual depth with interdisciplinary exploration, real-world relevance, and increasingly independent learning. The school operates on an extended block schedule in which most core academic courses meet for approximately seventy minutes three times per week — allowing for deeper inquiry, sustained discussion, laboratory work, collaborative learning, and seminar-style instruction.

The academic program includes:

- IB-informed coursework (Grades 9–10)
- Advanced STEM pathways
- Multilingual coursework (English, Spanish, Ukrainian)
- Urban ecology and sustainability
- Dual-credit opportunities via St. John's University
- Seminar-style humanities instruction
- Creative and performing arts
- Place-based & experiential learning throughout NYC

## §7 — IB Middle Years Programme

Saint George Academy is implementing Years 4 and 5 of the International Baccalaureate Middle Years Programme (MYP), corresponding to Grades 9 and 10. The MYP emphasizes interdisciplinary learning, conceptual understanding, reflection, and authentic application of knowledge rather than rote memorization or narrow test preparation.

MYP-informed instruction emphasizes **Approaches to Learning (ATL)** skills integrated throughout the curriculum:

- Communication skills
- Research skills
- Collaboration and social skills
- Self-management and organizational skills
- Critical and creative thinking skills

Students may encounter MYP elements throughout school life including seminar discussions, interdisciplinary projects, inquiry-driven assignments, reflective writing, experiential education, and public presentation of ideas.

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## §8 — Dual-Credit Coursework

Saint George Academy offers dual-credit courses connected to St. John's University, allowing students to earn transferable college credit while still in high school. Students may graduate having already completed significant transferable coursework, potentially saving families substantial future tuition costs.

### ELIGIBILITY & EXPECTATIONS

Participation in dual-credit coursework is determined based upon academic standing, attendance history, teacher recommendations, organizational skills, and disciplinary standing. Students enrolled in dual-credit courses should expect substantial reading and writing expectations, sustained analytical work, increased independent preparation, and higher levels of accountability regarding deadlines and attendance.

The school will guide students and families through the dual-credit enrollment process. Tuition for St. John's University credit courses is paid directly to St. John's University by families.

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## §9 — Multilingualism & Global Education

Saint George Academy students develop proficiency in three languages — English, Spanish, and Ukrainian — preparing them to communicate across cultures and engage meaningfully with the world around them. Students study both Spanish and Ukrainian as part of the Saint George Academy language program.

Language learning at Saint George Academy extends beyond vocabulary and grammar. Meaningful language acquisition involves cultural understanding, communication, confidence, and the ability to engage authentically with people and ideas across linguistic boundaries. Global education is not confined to language classrooms — students encounter international and intercultural themes across literature, history, environmental studies, ethics, science, the arts, and interdisciplinary projects.

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## §10 — Graduation Requirements

Graduation from Saint George Academy signifies not only completion of academic coursework, but sustained engagement in the broader educational, relational, and experiential dimensions of the school community.

SUBJECT AREA	REQUIREMENT
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English	4 years
Social Studies	4 years
Mathematics	4 years
Science	4 years
Religion	4 years
Physical Education	4 years (including one semester of Health)
World Languages (Spanish & Ukrainian)	3 years
Chorus	4 years
Coding / Film Studies	4 years
College Counseling	One semester in Grade 11 and one semester in Grade 12

Students must also complete a minimum of **40 hours of documented community service** prior to graduation, participate in advisory, place-based learning experiences, retreats, and other co-curricular activities integral to the educational program.

## §11 – Assessment & Reporting

Assessment at Saint George Academy supports intellectual growth, reflection, mastery, and increasingly independent learning. Assessment practices reflect IB principles including criteria-based evaluation, conceptual understanding, authentic application of knowledge, and meaningful feedback.

Assessment methods may include analytical essays, research projects, seminar discussions, presentations, portfolios, laboratory investigations, interdisciplinary projects, debates, performances, reflective writing, fieldwork documentation, and examinations. Report cards and progress updates are distributed regularly. Families are encouraged to communicate proactively with teachers regarding academic concerns.

### COLLEGE READINESS ASSESSMENTS

- **Grade 9:** PSAT 8/9
- **Grade 10:** PSAT 10
- **Grade 11:** PSAT/NMSQT

- **Grades 11–12:** SAT and/or ACT
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## §12 — Homework & Academic Expectations

Homework at Saint George Academy is an extension of intellectual work rather than mere repetition. Assignments deepen understanding, encourage reflection, develop independence, and prepare students for meaningful participation in future discussions. Students should expect regular assignments involving reading and annotation, analytical and reflective writing, research, collaborative work, project development, preparation for discussions and presentations, problem solving, revision, and long-term planning.

Students are expected to manage time responsibly, maintain organized systems, meet deadlines consistently, communicate proactively regarding difficulties, and take increasing ownership of their academic responsibilities.

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## §13 — Academic Integrity & Responsible Use of AI

Academic dishonesty undermines not only individual learning, but the trust and intellectual culture of the school community. Students are expected to approach all assignments and assessments with honesty, accountability, and integrity.

### ACADEMIC DISHONESTY INCLUDES

- Plagiarism (direct copying or improper paraphrasing without attribution)
- Cheating on assessments
- Unauthorized collaboration
- Fabrication of information or sources
- Misuse of artificial intelligence tools
- Submitting another individual's work as one's own
- Unauthorized sharing of assessments or course materials

### ARTIFICIAL INTELLIGENCE POLICY

AI tools may be used only when explicitly permitted by teachers and in ways that support — not replace — genuine intellectual engagement. Permitted uses may include brainstorming, organizational support, grammar assistance, outlining, and idea generation when authorized. Students may not submit AI-generated writing as original work, fabricate citations using AI, use AI to avoid independent thinking, or misrepresent the extent of AI involvement in assignments.

## CONSEQUENCES

- Assignment failure or loss of credit
- Parent meetings and disciplinary review
- Probationary status or removal from leadership opportunities
- Transcript implications in serious or repeated cases

## §14 — Academic Standing & Probation

Academic standing is evaluated holistically and includes course grades, attendance, participation, completion of assignments, academic integrity, and overall readiness for advancement. The first line of academic support is typically the student's advisory relationship. When concerns persist, students may be referred to the Student Support Director for more structured intervention.

Students placed on academic probation may be required to participate in mandatory academic meetings, progress monitoring, structured support plans, parent conferences, attendance review, and restricted extracurricular participation. Promotion to the next grade level is based upon successful completion of required coursework, satisfactory academic standing, and fulfillment of attendance expectations.

## §15 — College Counseling

College counseling at Saint George Academy is highly individualized, relationship-based, and grounded in the belief that meaningful college placement begins with authentic student development. The school helps students identify colleges and universities that align with intellectual interests, personal growth goals, learning style, financial considerations, and long-term aspirations.

Students receive support related to college exploration, academic planning, course selection, résumé development, essay writing, interview preparation, scholarship opportunities, financial aid processes, career exploration, and application strategy.

For more information, please contact our College Counselor:

**Ms. Meaghan Cheung** — [mcheung@saintgeorgeacademy.org](mailto:mcheung@saintgeorgeacademy.org)

Saint George Academy also utilizes **Naviance** as its college and career planning platform. Students use Naviance to explore careers, research colleges, build resumes, complete career assessments, request transcripts and letters of recommendation, and manage the college application process.



## §16 — School Day & Daily Operations

The school day begins promptly at **8:10 a.m.** Students are expected to arrive before the start of the school day so they have time to prepare for their first class. Saint George Academy follows a rotating schedule with extended instructional periods that support inquiry-based learning, laboratory investigations, interdisciplinary projects, and discussion.

Students are expected to arrive on campus on time and prepared for the academic day. Repeated lateness disrupts both individual learning and the broader classroom environment. Students arriving after 8:10 a.m. must report to the main office before proceeding to class. **Every three unexcused tardies will be recorded as one absence** for purposes of the attendance policy.

### LUNCH PRIVILEGES

Students are expected to remain on campus throughout the school day. Seniors may be granted off-campus lunch privileges with written parent or guardian permission, provided they remain in good academic and disciplinary standing.

## §17 — Attendance & Credit Policy

Daily attendance is fundamental to the educational philosophy of Saint George Academy. Classes depend heavily upon participation, dialogue, seminar discussion, laboratory experiences, collaborative problem solving, presentations, and place-based learning. Students who are absent miss not only instructional content, but the collective exchange of ideas essential to the school's academic culture.

### ATTENDANCE LIMITS — ANNUAL & SEMESTER

COURSE TYPE	ANNUAL LIMIT	SEMESTER LIMIT
Full-year courses meeting 3x/week	10 absences	5 absences
Courses meeting 2x/week	8 absences	4 absences

Exceeding these limits results in automatic failure and loss of academic credit unless extraordinary circumstances warrant administrative review at the sole discretion of the school.

## ATTENDANCE INTERVENTION PROCESS

After **two absences** in any course, the student's advisor will meet with the student to review attendance and discuss any barriers to consistent participation. This early conversation is intended to be supportive and proactive.

As a student approaches the attendance threshold, a meeting will be convened with a group of teachers and relevant faculty to assess the situation and determine what interventions need to be put in place. This collaborative review is designed to support the student's continued progress and ensure that appropriate academic and personal support is mobilized before credit is at risk.

Students remain responsible for obtaining missed work, communicating directly with teachers, arranging make-up assessments, and maintaining academic standing following absences. Attendance limits are enforced consistently regardless of whether absences are excused or unexcused.

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## §18 — Advisory Program

Every student is assigned to a faculty advisor who serves as the student's primary advocate throughout the school year. Advisory reflects the school's belief that every student should be known well by at least one trusted adult in the school community. Advisors monitor attendance, academic progress, and student wellbeing while serving as the primary liaison between school and home.

Advisory programming includes community discussions, academic planning, wellness conversations, college readiness activities, leadership development, reflective exercises, relationship building, organizational support, and discussions related to contemporary issues and school culture.

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## §19 — Student Support

Because the school is intentionally small, students are known personally by faculty and staff, allowing for meaningful guidance, communication, and academic mentorship throughout the high school experience. Students have access to academic advising, faculty mentorship, college counseling, advisory programming, social-emotional support, and individualized guidance conversations.

When concerns persist or require additional support, students may be referred to the **Director of Student Support, Nicholas Iadevaio** ([niadevaio@saintgeorgeacademy.org](mailto:niadevaio@saintgeorgeacademy.org)) for more structured intervention, progress monitoring, and coordination of support strategies.

While Saint George Academy supports a wide range of learners, the school is not designed to function as a therapeutic or highly specialized special education environment. Families are encouraged to communicate openly with the administration regarding student needs to determine whether the school is an appropriate fit.

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## **§20 — Place-Based & Experiential Learning**

Saint George Academy views New York City — and particularly the East Village — as an extension of the classroom. Students regularly use the city as a learning environment by visiting museums, universities, cultural institutions, historical sites, businesses, parks, and community organizations. These experiences are embedded in the curriculum, not optional enrichment.

At the beginning of each school year, families will complete a general field trip permission form authorizing participation in routine instructional field experiences. Families will continue to receive advance notification each time students leave campus. Place-based learning is frequently paired with seminar discussions, analytical writing, interdisciplinary projects, presentations, and reflective exercises.

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## **§21 — Rooftop Farm & Urban Ecology**

The rooftop gardening and urban ecology initiatives at Saint George Academy reconnect students with the physical world and provide hands-on learning experiences that balance the pace and pressures of contemporary digital culture. Students may participate in planting and maintaining rooftop gardens, growing herbs, vegetables, and pollinator-friendly plants, cooking and food preparation projects, herbal and salve-making workshops, environmental observation, and sustainability initiatives.

These experiences connect naturally to broader themes throughout the curriculum including environmental responsibility, systems thinking, urban ecology, food justice, public health, community wellbeing, and sustainability. Students participating in rooftop programming are expected to follow all safety expectations, treat shared spaces responsibly, and engage thoughtfully with environmental discussions.

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## **§22 — Clubs, Leadership & Student Life**

A dedicated Club Period is built into the weekly school schedule. All students are expected to participate in a club during every Club Period. Clubs generally meet on a biweekly rotation and may include theater and performance, yearbook and media, environmental initiatives, academic clubs, cultural organizations, arts programming, interdisciplinary projects, service initiatives, and leadership opportunities.

Participation in clubs is connected to Saint George Academy's broader commitment to community engagement. Students are required to complete community service and community engagement experiences as part of graduation requirements. Leadership at Saint George Academy is understood not simply as holding formal titles, but as demonstrating initiative, integrity, empathy, reliability, and positive contribution.

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## §23 – Athletics & Wellness

Saint George Academy believes student wellbeing is closely connected to intellectual engagement, emotional health, physical activity, balance, and meaningful participation in community life. Physical education, movement, outdoor experiences, collaborative activities, and wellness conversations are viewed as important components of adolescent development.

Wellness programming may incorporate movement and fitness, walking-based urban exploration, mindfulness and stress management, outdoor and environmental experiences, team-building activities, and discussions related to healthy lifestyle habits. Students participating in athletics and wellness activities are expected to demonstrate sportsmanship, collaboration, responsibility, and respect for peers and faculty.

## Policies & Expectations

### §24 — Community Expectations & Culture

Saint George Academy is intentionally small and relationship-centered. Individual behavior has a significant impact upon the broader culture of the school. Students are expected to recognize that their actions affect not only themselves, but also classmates, faculty, staff, and the larger learning environment.

Students are expected to: treat peers, faculty, and staff respectfully; participate actively in discussions and class activities; demonstrate honesty and integrity; support collaborative learning environments; engage thoughtfully with differing viewpoints; care for shared spaces and materials; and represent the school responsibly both on and off campus.

### §25 — Student Conduct & Community Standards

Harassment, bullying, intimidation, discrimination, threats, or conduct that undermines the dignity, safety, or wellbeing of others is inconsistent with the values of the school community and may result in disciplinary action. Because the school frequently engages with public spaces throughout New York City, students are expected to maintain professional and respectful conduct during all school-sponsored activities both on and off campus.

Students are also expected to uphold community standards in digital environments. Online behavior that disrupts the school community, harms individuals, compromises safety, or significantly interferes with the educational environment may result in school disciplinary review regardless of whether the behavior occurred on or off campus.

### §26 — Restorative Practices & Discipline

Saint George Academy believes discipline should support reflection, accountability, growth, and restoration of community trust whenever possible. The school approaches discipline not simply as punishment, but as part of the broader educational process. Restorative approaches may include reflective conversations, mediated discussions, restorative meetings, written reflections, behavioral agreements, community accountability conversations, parent conferences, and opportunities to repair harm.

**DISCIPLINARY CONSEQUENCES MAY INCLUDE**

- Warnings and loss of privileges
  - Detention or probationary status
  - Suspension
  - Dismissal in severe or repeated cases
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## §27 — Dress Code & Uniform Policy

Saint George Academy maintains a school uniform policy intended to promote professionalism, equity, school identity, and a focused academic environment. Uniforms are purchased through the official uniform provider: **FlynnO'Hara School Uniforms** (flynnohara.com). Students are required to purchase the Saint George Academy blazer, which serves as the signature piece of the uniform. Students should also have a school tie, required for liturgies, special ceremonies, presentations, and formal events. Girls may choose to wear either the approved FlynnO'Hara uniform skirt or navy flat-front uniform slacks.

### PHYSICAL EDUCATION UNIFORM

Students enrolled in Physical Education will be provided with an official Saint George Academy PE T-shirt. Students are responsible for providing navy blue or black athletic shorts (minimum 7-inch inseam) or sweatpants, and appropriate athletic shoes.

### DRESS DOWN DAYS

Students may earn Dress Down Days through positive behavior, school spirit, service, and academic achievement. Even on Dress Down Days, clothing must be clean, neat, and appropriate for a school setting. Clothing displaying profanity, discriminatory messages, alcohol, tobacco, or inappropriate graphics is prohibited.

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## §28 — Cell Phone & Personal Device Policy

Students are required to check their cell phones and personal smart devices into the homeroom period's technology container or the Principal's Office upon arrival each morning. Devices will remain secured during the academic day and returned at dismissal unless otherwise authorized by administration.

Unauthorized possession or use of phones during the school day may result in confiscation of devices, parent communication, disciplinary consequences, and loss of privileges. The school recognizes the growing body of research connecting excessive phone and social media use with rising levels of adolescent anxiety, distraction, sleep disruption, and diminished attention span.

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## §29 – Technology & Digital Citizenship

Technology plays an important role in academic life and is used intentionally to support inquiry, research, communication, collaboration, and creative expression. At the same time, the school believes adolescents benefit from environments that intentionally prioritize sustained focus, face-to-face discussion, reflection, and authentic human interaction.

Students are expected to use technology responsibly and ethically at all times. Faculty may establish classroom-specific technology expectations. Cyberbullying, harassment, misuse of school technology systems, unauthorized recording or photography, or inappropriate digital communication may result in disciplinary action.

Saint George Academy utilizes a **Student Information System (SIS)** that provides students and families with access to attendance records, grades, assignments, schedules, and report cards. Parents and guardians are encouraged to monitor the SIS regularly.

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## §30 – Off-Campus Learning Expectations

Because Saint George Academy regularly incorporates New York City into the educational experience, students are expected to represent the school responsibly and professionally during all off-campus activities. Students participating in off-campus activities must follow faculty instructions promptly and respectfully, remain with assigned groups, demonstrate maturity and professionalism, engage actively with the educational experience, and interact respectfully with members of the public and partner institutions.

Attendance and participation during off-campus experiences are considered part of course expectations and community participation. Students who fail to meet behavioral or academic expectations may lose eligibility for future experiential learning opportunities.

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## §31 – Health & Safety Policies

Families are expected to provide accurate and up-to-date health information, emergency contact information, and any medical documentation required by the school. New York State requires all students to have current health records and immunization documentation on file. All required health forms must be submitted to **Helen Kec** ([hkec@saintgeorgeacademy.org](mailto:hkec@saintgeorgeacademy.org)) prior to the opening of school.

Students who are ill should remain home. Prescription medications brought to school must be stored and administered according to school procedures. Students may not distribute medication of any kind to other students. Students who become ill during the school day should report to the main office.

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## §32 — Substance Use & Prohibited Conduct

The possession, use, distribution, or sale of illegal drugs, alcohol, tobacco products, vaping devices, or related substances is prohibited on school grounds, during school-sponsored activities, and in connection with school programming. Violations may result in disciplinary review, suspension, parent conferences, probationary status, removal from leadership opportunities, mandatory intervention processes, and dismissal in severe or repeated cases.

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## §33 — Emergency Procedures

Saint George Academy maintains emergency preparedness procedures designed to support student safety during evacuations, lockdown situations, shelter-in-place procedures, severe weather conditions, medical emergencies, transportation disruptions, and public safety concerns. Students are expected to follow all instructions provided by faculty, staff, administrators, and emergency personnel promptly and respectfully during drills or actual emergencies.

Emergency drills are conducted periodically throughout the academic year. The school maintains emergency contact information for all students — families should notify the school immediately of any changes. In significant emergencies, the school will communicate via email, phone notifications, and other appropriate channels.

# Family Partnership

## §34 — Communication Protocols

Email serves as the school's primary method of communication. Families should expect to receive school announcements, newsletters, academic updates, calendar reminders, event information, scheduling changes, emergency notifications, and progress updates. The school also utilizes a Student Information System and digital learning platforms to share assignments, resources, and academic materials.

Whenever appropriate, students are encouraged to communicate directly with teachers regarding missed work, assignment clarification, scheduling concerns, academic support, and extension requests. Concerns should generally be addressed first with the classroom teacher before escalating to advisors or administration.

## §35 — Parent Partnership Expectations

Saint George Academy views parents and guardians as essential educational partners. Parents and guardians are expected to support school policies and expectations, reinforce academic integrity, encourage consistent attendance and punctuality, support healthy technology habits, communicate respectfully with faculty and staff, and help students develop responsibility and independence.

Because Saint George Academy values intellectual seriousness and community wellbeing, the school reserves the right to determine continued enrollment if family behavior significantly disrupts the educational environment, undermines school policies, interferes with the school's ability to fulfill its mission, or compromises the wellbeing of students, faculty, or staff.

## §36 — School Calendar & Important Dates 2026–2027

**September 3**      **New Student Orientation** — 10:00 AM–12:00 PM. Required for all newly enrolled students. Introduction to school culture, schedules, expectations, technology procedures, advisory groupings, and community life.

**September 9**      **First Full Day of School** — Students should arrive fully prepared for regular academic programming.

<b>September 16–18</b>	<b>Annual Pocono Mountain Retreat</b> — Required community retreat. Three days of relationship-building, advisory development, leadership, reflection, and community engagement. Absences count toward attendance totals in all scheduled courses during these dates.
<b>September 26</b>	<b>Back to School Night</b> — 6:30–8:00 PM, Friday. Ukrainian National Home, 140 Second Avenue. Required parent event including faculty presentations, program information, and refreshments.
<b>November 18</b>	<b>Parent-Teacher Conferences</b> — 3:00–6:30 PM. Families and faculty discuss student progress, academic growth, and planning for the remainder of the school year.
<b>November 24</b>	<b>Thanksgiving Luncheon &amp; Poetry Jam</b> — 12:00 PM. Community tradition celebrating creativity, reflection, gratitude, and shared community life.
<b>December 20</b>	<b>Mandatory Holiday Concert</b> — 11:45 AM. Required community event featuring performances by the full school choir and student performers.
<b>April 14</b>	<b>Parent-Teacher Conferences</b> — 3:00–6:30 PM. Spring conferences for academic planning, reflection, and discussion of second-semester progress.
<b>May 16</b>	<b>Choir Performance at the Ukrainian Festival</b> — 1:00 PM. Annual participation in the Ukrainian Festival as part of the school's ongoing relationship with the East Village and Ukrainian cultural community.
<b>May 27</b>	<b>Senior Prom</b> — Additional details regarding attendance expectations, guest policies, attire, and behavioral expectations will be communicated to students and families in advance.
<b>June 5</b>	<b>Graduation</b> — 12:00 PM, Saint George Church. Student Call Time: 11:00 AM. Graduation participation expectations, rehearsal information, attire guidelines, and ceremony procedures will be distributed during the spring semester.
<b>June 24</b>	<b>Last Day of Classes</b> — Students remain expected to attend and participate fully through the final scheduled day of instruction.

A continuously updated school calendar will be maintained on the Saint George Academy website. Families and students are expected to review the calendar regularly and remain informed regarding updates and announcements throughout the academic year.

## §37 — Admissions & Enrollment

Saint George Academy utilizes a holistic admissions process designed to identify students who are academically motivated, intellectually curious, community-oriented, and prepared to engage meaningfully with the school's

rigorous and relational educational environment. Admissions decisions consider academic readiness, intellectual curiosity, writing and communication skills, recommendations, student interviews, prior school records, community fit, and motivation.

The school welcomes students from a wide range of backgrounds, experiences, and educational pathways and values diversity of perspective, language, culture, identity, and lived experience as important strengths within the educational community. Enrollment reflects an ongoing partnership between the student, family, and school — continued enrollment is contingent upon academic participation, attendance, conduct, and alignment with the values outlined throughout this handbook.

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## §38 — Tuition & Financial Policies

Saint George Academy is committed to providing rigorous, globally minded, college-preparatory education that remains financially accessible to a broad range of families. Tuition and fee schedules are distributed annually. Families are responsible for reviewing all enrollment contracts, payment schedules, and financial obligations carefully prior to registration.

Financial aid and tuition assistance decisions are made confidentially and are generally based upon demonstrated financial need and available resources. Delinquent balances may affect student registration, participation in certain activities, release of transcripts or records, and continued enrollment status. Additional costs associated with school life may include uniforms, school trips, transportation, books and materials, extracurricular activities, optional programs, technology requirements, and graduation-related expenses.

## Building, Facilities & Closing

### §39 — Non-Discrimination Policy

Saint George Academy admits students of any race, color, national origin, ethnicity, sex, disability, religion, and any other characteristic protected by applicable law to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, national origin, ethnicity, sex, disability, religion, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, and other school-administered programs.

As an inclusive community located in one of the world's most diverse cities, Saint George Academy believes that every student deserves to be treated with dignity, respect, and fairness. Discriminatory conduct, harassment, or behavior that demeans or excludes others on the basis of any protected characteristic is inconsistent with the values of the school community and will be addressed through the school's established disciplinary processes.

Families or students who believe they have experienced discrimination in violation of this policy are encouraged to contact the Associate Head of School, **Dr. Chris Rogutsky**, at [crogutsky@saintgeorgeacademyny.org](mailto:crogutsky@saintgeorgeacademyny.org).

### §40 — Campus & Shared Facilities

The primary entrance for Saint George Academy is located at **215 East 6th Street, New York, NY 10003**. Saint George Academy primarily utilizes the first and second floors of the building. The building also houses an early childhood program, Success Academy (which operates independently through a separate entrance), and various community organizations that may periodically utilize portions of the facility.

#### SAINT GEORGE CHURCH

Directly next door to the school stands the beautiful **Saint George Ukrainian Catholic Church**, which serves as a sacred and cultural anchor for the Saint George Academy community. The church and the adjoining school are encircled by — but not included in — the East Village/Lower East Side Historic District. For over 100 years, this Ukrainian parish has served as a spiritual, political, and cultural epicenter for several waves of Ukrainian Americans in New York City. Students attend Divine Liturgy at Saint George Church on Holy Days of Obligation, and the church is also used for graduation and other significant community ceremonies.

Students are expected to move respectfully and responsibly throughout all shared spaces and to demonstrate appropriate awareness of younger children, families, visitors, and community members.

## SHARED & DEDICATED SPACES

- Basement cafeteria and gymnasium facilities (shared)
- Second-floor rooftop space (primarily dedicated to Saint George Academy)
- Fifth-floor rooftop space (shared, used collaboratively when appropriate)
- Ukrainian National Home, 140 Second Avenue — used for performances, assemblies, exhibitions, and special events

Rooftop spaces may be utilized for environmental and sustainability initiatives, rooftop gardening, wellness programming, outdoor instruction, and supervised community events. Students may only access rooftop areas under faculty supervision.

Visitors must check in with the main office upon arrival. Students may not bring unauthorized visitors to campus without prior administrative approval. Students may not leave campus during the school day without appropriate authorization.

## Faculty & Staff Directory

The following directory lists Saint George Academy faculty and staff with their subject areas and email addresses. For general inquiries, visit us at [saintgeorgeacademy.net](http://saintgeorgeacademy.net) or call (212) 473-3323.

NAME	ROLE / SUBJECT	EMAIL
Mr. Andrew Stasiw	Head of School / Music	<a href="mailto:astasiw@saintgeorgeacademy.org">astasiw@saintgeorgeacademy.org</a>
Dr. Chris Rogutsky	Associate Head of School / IB Coordinator	<a href="mailto:crogutsky@saintgeorgeacademy.org">crogutsky@saintgeorgeacademy.org</a>
Mr. Nicholas Iadevaio	PE / Director of Student Support	<a href="mailto:niadevaio@saintgeorgeacademy.org">niadevaio@saintgeorgeacademy.org</a>
Meaghan Cheung	College Counseling	<a href="mailto:mcheung@saintgeorgeacademy.org">mcheung@saintgeorgeacademy.org</a>
Emily Mowdy	English / Director of Admissions	<a href="mailto:emowdy@saintgeorgeacademy.org">emowdy@saintgeorgeacademy.org</a>
Ms. Helen Kec	Office Coordinator	<a href="mailto:hkec@saintgeorgeacademy.org">hkec@saintgeorgeacademy.org</a>
Dr. Kim Halverson	Mathematics	<a href="mailto:khalverson@saintgeorgeacademy.org">khalverson@saintgeorgeacademy.org</a>
Mr. Joseph Puliafito	Science	<a href="mailto:jpuliafito@saintgeorgeacademy.org">jpuliafito@saintgeorgeacademy.org</a>
Mr. Makunda Mbariko	Science / Mathematics	<a href="mailto:mmbariko@saintgeorgeacademy.org">mmbariko@saintgeorgeacademy.org</a>
Ms. Elizabeth Donovan	Social Studies	<a href="mailto:edonovan@saintgeorgeacademy.org">edonovan@saintgeorgeacademy.org</a>

Ms. Maggie Stanton	English	<a href="mailto:mstanton@saintgeorgeacademy.org">mstanton@saintgeorgeacademy.org</a>
Ms. Kelly Jahn	English / Film	<a href="mailto:kjahn@saintgeorgeacademy.org">kjahn@saintgeorgeacademy.org</a>
Ms. Iryna Chuyan	English / Ukrainian	<a href="mailto:ichuyan@saintgeorgeacademy.org">ichuyan@saintgeorgeacademy.org</a>
Mr. Vitaliy Kit	Data Coding / Religion	<a href="mailto:vkit@saintgeorgeacademy.org">vkit@saintgeorgeacademy.org</a>
Mr. Francisco Campos	Spanish / Science	<a href="mailto:fcampos@saintgeorgeacademy.org">fcampos@saintgeorgeacademy.org</a>
Ms. Jeannine Davis	Science / PE	<a href="mailto:jdavis@saintgeorgeacademy.org">jdavis@saintgeorgeacademy.org</a>

## GENERAL INQUIRIES

CONTACT	PURPOSE	EMAIL
Admissions Office	General Admissions Inquiries	<a href="mailto:admissions@saintgeorgeacademy.org">admissions@saintgeorgeacademy.org</a>
College Guidance Office	General College Guidance	<a href="mailto:collegguidance@saintgeorgeacademy.org">collegguidance@saintgeorgeacademy.org</a>

## §41 – Handbook Acknowledgment & Policy Statement

Enrollment at Saint George Academy reflects a partnership between the student, family, and school community grounded in shared commitment to intellectual growth, ethical responsibility, respectful conduct, and active participation in school life. Students and families are expected to review this handbook carefully each academic year and remain familiar with the policies, expectations, and community standards outlined throughout the document.

Enrollment and continued participation at Saint George Academy indicate agreement to abide by academic policies, attendance expectations, behavioral standards, technology and device policies, community service requirements, academic integrity expectations, school safety procedures, and administrative decisions related to school operations and student wellbeing.

The school reserves the right to revise, amend, interpret, or update handbook policies and procedures at any time when necessary to support the educational mission, legal obligations, institutional priorities, safety needs, IB implementation, academic programming, or overall functioning of the school community.

Students and families are expected to approach school policies and community expectations in good faith and with the understanding that Saint George Academy seeks to cultivate a learning environment grounded in intellectual

seriousness, ethical engagement, global mindedness, meaningful relationships, and thoughtful participation in community life.

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## Saint George Academy

215 EAST 6TH STREET, NEW YORK, NY 10003

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*Character. Community. Purpose.*

Founded 1947 • Co-ed since 1968 • East Village, New York City  
(212) 473-3323 •